

# The Vocational Guidance Quarterly

VOL. 8 NO. 3

- ★ The Counseling Psychologist in Business and Industry . . . Laurence E. Saddler 123
- ★ Space Age Critical Problem Areas . . . Russell N. Cassel 126
- ★ A Worksheet for Interpreting the Strong Vocational Interest Blank . Angeline J. Pappas and Norman C. Gysbers 129
- ★ Keeping Up With Military Information . . Gary M. Clark 132
- ★ The Psychological Significance of Adlerian Concepts in Counseling . . . William P. Angers 139
- ★ An Early Look at the Labor Market . . . Frances Dempsey and Laurier Z. Begnoche 145
- ★ A Key Club Group Conference . . . Joseph Rauschkolb 147
- ★ Fourth Graders Meet Up With Occupations . Janet Kaye 150
- ★ Better Vocational Interview Content . . . Charles Burke 153
- ★ Subject Career Day . . . Elmer R. Ritzman 155
- ★ Occupational Literature on the Protestant Ministry . . . Robert E. Bennett and George E. Hill 157
- ★ Choosing a College . . . Henry H. Morgan 159
- ★ Who Are Public School Pupil Personnel Workers? . . . Howard V. Davis 165
- ★ Vocational Decisions and High School Experiences . . . Leslie O. Carlin 168
- ★ A Three-Way Occupational File . . . Robert L. Frank and Billy B. Patten 171
- ★ Non-Student Cases at a University Counseling Center . . . Herbert R. Hackett 180



SPRING 1960

# The Vocational Guidance Quarterly

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## ***Message from the***

# **PRESIDENT**

It seems hard to realize that NVGA has completed another year and another convention with the largest membership it has ever had, 7,037 members. It was only yesterday Ed Roeber was turning over the President's files to me and Del Byrn was clamoring for a President's message for the Quarterly. Now I am turning these responsibilities over to Win Scott and rejoining the ranks to work with you to help Win have a successful year.

### White House Conference

Joe Barber and I represented you at the White House Conference on Children and Youth. The discussions there were a step along the road toward making our country a better place for boys and girls. There seemed a better understanding of the needs and purposes of vocational guidance at these meetings.

### Professional Membership Directory

The professional members have indicated in a survey that they prefer to drop the NVGA Professional Membership Directory and use this money for other professional purposes.

### Publications

Sidney Fine has completed the Guide for the Preparation of Industrial Careers Brochures. It is available from Headquarters Office. The Westchester-Putnam-Rockland Branch has revised our handbook, How to Visit Colleges. A special committee headed by Dick Rundquist has worked as an advisory group to Jack Debes of Eastman Kodak in his production of the film, Cameras and Careers. The Committee on Relations with Service

Organizations headed by Bob Walker has produced a brochure showing how NVGA works with service organizations to improve local programs of vocational guidance. We hope to use the NVGA state representatives to strengthen this program as well as the many other jobs they have carried on this year.

#### Sections and Convention Program

Section reorganization is proceeding slowly and carefully. We have three newly constituted sections and the others are operating as interest groups centering upon an evaluation of their purposes in NVGA and in the production of a meaningful convention program. They have worked hard with Art Glenn and Lois Bream to produce the program this year. They are also pointing toward their part in the 50th anniversary of NVGA to be celebrated in Boston in 1963. Chuck Odell as Chairman of the 1963 Convention Committee would welcome suggestions from you also.

#### Branch Organizations

Lee Isaacson as Branch Coordinator has worked with the state representatives to improve our communication among local branches. Work with him and your state representative to make your branch one of the best in NVGA.

#### NDEA Institutes

Guidance services are growing. This summer there are to be 84 NDEA Institutes. This year there are more people professionally engaged in vocational guidance than ever before.

Sincerely,

*Bill Cottle*

It's harder to conceal ignorance than to acquire knowledge.

*Arnold H. Glasow*

\* \* \*

WISDOM consists not so much in knowing what to do in the ultimate as in knowing what to do next.—*Herbert Hoover*

# The Counseling Psychologist in Business and Industry

## *The Setting and the Ground Rules*

by LAURENCE E. SADDLER

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Leadership like everything else that is vital, finds its source in understanding. To be worthy of management responsibilities today a man must have insight into the human heart, for unless he has awareness of human problems, a sensitivity towards the hopes and aspirations of those whom he supervises, and a capacity for analysis of the emotional forces that motivate their conduct, the projects entrusted to him, will not get ahead, no matter how often wages are raised.

Improving interpersonal relations should be a major goal of all managerial education and development . . . a formidable task that involves attitudes, behavior, and the skills in human relations that are probably the most hard to teach and to learn.

The most essential step in achieving this task is to know and to understand ourselves as a requirement for understanding others. This involves self-analysis, self-awareness, and self-development as primary conditions for effective leadership.

All genuine learning is essentially personal. It depends upon self-motivation and is derived from the felt needs of the student; it is in the last analysis, self-learning; it is largely an emotional experience.

Constructive learning involves change and adjustment of attitudes and behavior. This kind of learning is stifled by authority; it requires participation in creating the learning environment and a permissive atmosphere in which participants are free to discuss real problems in which they have a sense of personal involvement.

Listening with understanding is the gateway to real communication and it can be an effective means of altering personality structure.

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THE FOREGOING statements are the expressions of executives, written during this decade by two representative industrialists, Clarence Randall<sup>1</sup> and Thomas Spate.<sup>2</sup> One readily recognizes the influence of behavioral scientists such as Argyris, Bavelis, Likert, Maier,

Roethlisberger, Carl Rogers, and Kurt Lewin on the *thinking* of these executives, but it is important to note that the words expressing such beliefs are coming from people in management.

<sup>1</sup> Randall, Clarence B., *A Creed For Free Enterprise*, Constitution and Free Enterprise Foundation, New York, 1952, pp. 51-52.

<sup>2</sup> Spate, Thomas E., *What's Wrong With Executive Development*, The Management Review, Dec., 1956, pp. 1078-1079.

LAURENCE E. SADDLER is Partner and Consulting Psychologist, William, Lynde, and Williams, Painesville, Ohio.

Now follows the definition<sup>3, 4</sup> of a Counseling Psychologist which will be readily recognized as the one written by the Committee on Definition, American Psychological Association, within the past three years:

"A Counseling Psychologist, as distinct from other psychologists is concerned primarily with developmental counseling, with appraisal of potentials and assets, with the client's understanding of and integration with social reality, with the various roles played by the client in different areas of life, with client awareness of his own dynamics, and of the nature of his psychological defenses."

It is the purpose of this paper to discuss the philosophy, objectives, and practices of the Counseling Psychologist in business and industry. The writer is hopeful that this manner of introduction will capture for the listener, in brief but meaningful form, the compatible essence of the underlying managerial and psychological philosophy and objectives that guides the counseling practices to be described.

The term counseling psychologist as used herein will include those with primary training in related psychological disciplines, such as clinical or social, whose major orientation emphasizes dynamic, normative, developmental, learning-centered counseling. Our experience has been that this functional equivalency of emphasis, coupled with consistent adherence to the APA

ethical code, as related to individual competencies and limits, makes the definitive modification tenable.

Clinical practices in industry have evolved largely during the past fifteen years. Since variances may exist from one clinical group to another, those referred to here will be the procedures of the writer's particular group, and with some variation, their professional affiliated groups.

The actual practices include the following:

- All activities with rare exception are scheduled within the client setting and are carried on in person by the psychologist.
- All services are offered on an open-end professional basis rather than by contractual arrangement. The amount of service provided on a continuing basis is determined by the client in terms of size and needs.
- Programs start with the top men, or functional unit heads participating in a several-hour interview. The interview is structured as a self-study experience wherein two people talk and think together and engage in brief supplemental psychological testing as a further aid to developing insights. All personal data shared in these life experience interviews are privileged and private.

As an outgrowth and continuation of the thinking together, the psychologist writes for the man a word picture of his psychological characteristics. This personal study is written primarily in lay language, employing a vocabulary of strengths and health along with that of weaknesses and maladjustment. The latter judgments are described as growth needs rather than limitations. The content of the written study is woven around the broad

<sup>3</sup> Committee on Definition, Division of Counseling Psychology, *Counseling Psychology as a Specialty*, The American Psychologist, 1956, Vol. 11, pp. 282-285.

<sup>4</sup> Wrenn, Gilbert, *The Counselor and His Religion*, The Personnel and Guidance Journal, 1956, XXXVI, p. 332.

areas of intellectual functioning, maturity and stability, skill in human relations, insight as related to self and others, and organizational and supervisory habits.

The study or description serves as a feedback guide for further developmental interaction in the second session. It is discussed not in terms of goodness or badness but rather in terms of balance and integration of one's totality of characteristics. The second session also serves as a springboard for subsequent sessions growing out of individual interests and needs.

- The program extends invitationally outward and downward to other key management individuals through small group discussions involving the psychologist and the managers who have participated. This orientation covers the objectives of the program, and conveys the essential elements of voluntariness and confidentiality.

- The disposition of the written studies varies from company to company. In some they go into a central confidential file with a man's permission. They are then open to his key superiors for discussion with the psychologist, provided the superior has participated in and understands the program. In other companies the profiles end with the man, to be shared by him with his superiors if he so elects. In still others the reports are privileged to the man only.

- All programs share in common the cradle of self-study counseling which remains an integral part of the continuing developmental associations. Variances may then

evolve from one company to another related to their interests, needs, and operational philosophy. If an atmosphere of normative counseling has been established, the psychologist is called upon in varying degrees, as a learning assistant, as an educator or trainer, for organizational planning involving psychological elements, for human relations programming, for attitude surveying, and for group developmental work.

In conclusion, fleeting reference is made to other variables which are all important on the one hand, but can be covered in brief on the other, because they stem from the same tap root fundamentals directing counseling in any setting. These include:

**The thinking-through but non-decision making role of the industrial counselor.**

**The testing of his every act or word in accordance with the ethics of the profession, supplemented by his own imperfect but growing system of ethics and values where seas are uncharted.**

**The maintenance of an attitude which expresses appropriate humility and confidence simultaneously.**

**The recognition of his own limitations and the establishment of appropriate referral sources.**

**And last, but not least, in the words of Gardner Murphy, the rich warmth of personal relating skills that convey a paramount interest in the welfare of the individual personality and the welfare of the organizational personality of which he is a part.**

\* \* \*

**Too many people ruin what could be a happy today by dwelling on a lost yesterday and in this way jeopardize tomorrow.**

*Ursula Bloom*

## Space Age Critical Problem Areas

by RUSSELL N. CASSEL

**T**HIS ARTICLE is concerned with describing a relatively new aspect of the United States Air Force (USAF) space age education program which entails the development and dissemination of a series of School Counselor Notes on Space Age Critical Problem Areas. These notes are in the form of small booklets, size 5½ x 8½ inches, numbering 60 to 150 pages.

They are written largely by select task scientists currently engaged in research bearing on certain critical problems which are inhibiting progress in general scientific areas.

### Critical Problem Areas

Responsible members from each of the following agencies participated in the identification of critical problem areas for the development of the initial 15 USAF School Counselor Notes: Hq. USAF, all Air Force major commands, Aircraft Industry Association, Air Force Association, National Aviation Education Council, Civil Air Patrol, and numerous task scientists.

*Note 1—Man Power and Education.* Dr. Eli Ginsberg, National Manpower Advisor to President Eisenhower, and Dr. Frank Sievers, Chief of Guidance Division, U. S. Office of Education

have been invited to develop this note.

*Note 2—Leadership Development.* This note is to contain a summary of present trends and developments relative to the identification and description of leadership attributes and their assessment. Also, it will include findings with respect to leadership development and training. It will emphasize work done in the Air Force as well as outside.

*Note 3—Space Age Education.* This note is intended to serve as a national directory providing a narrative description of many select model programs related to space age and air power. It is currently being compiled, and to date more than two dozen agencies have provided descriptions of their programs to be included.

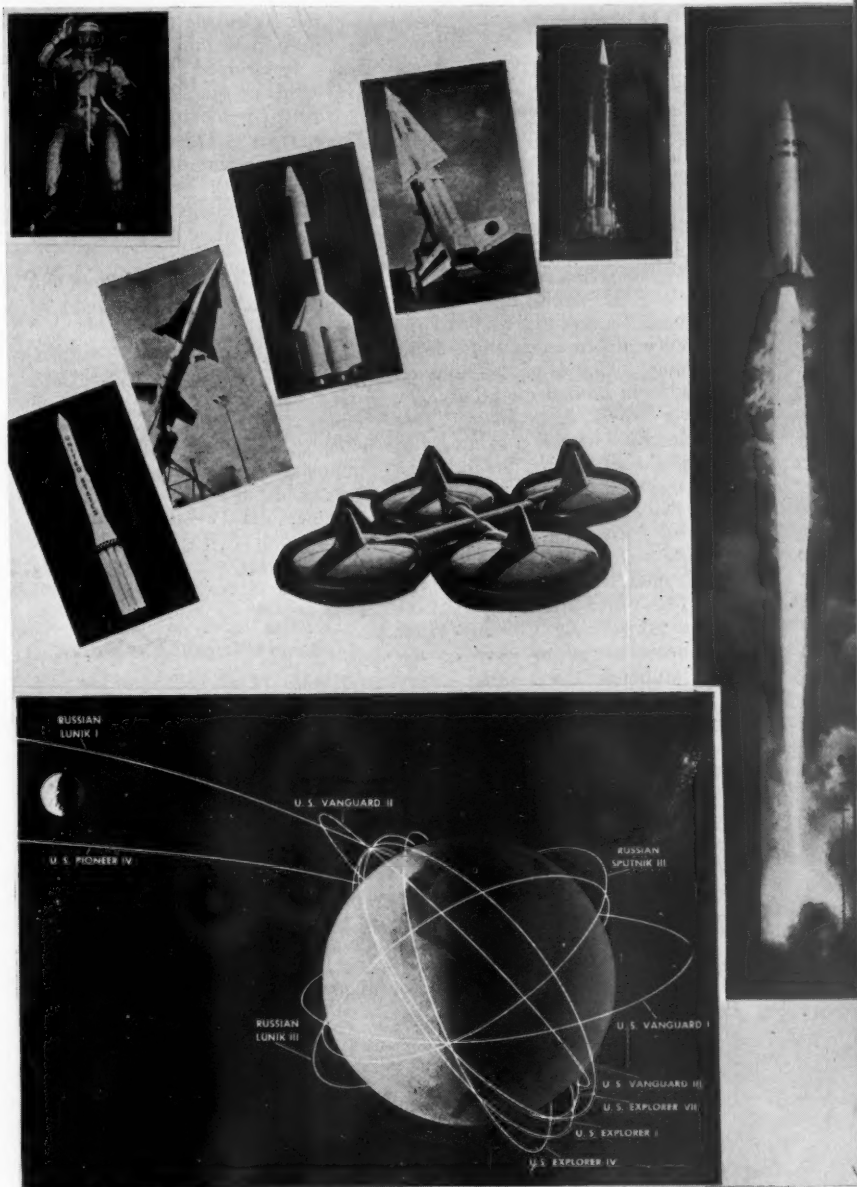
*Note 4—Mastery of Stress.* This note was written by E. Paul Torrance, Director of Research, University of Minnesota. For many years, Dr. Torrance was the chief task scientist at the USAF Survival School, and this note has been in high demand. It has been out of print, but a revised edition is now available.

*Note 5—Living in Space.* This note is intended to contain a summary of work being accomplished at the USAF School of Aviation Medicine, on the subject. It is to emphasize some of the contributions of Dr. Hubertus Strughold, "father of space medicine." It is planned for 1960.

*Note 6—Cosmic Radiation.* This

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note is to be timed to convey information relative to cosmic radiation in current and pending experiments relative to the subject.

*Note 7—Radiation, Biological Effects.* This note included a modification of a report by RCA Service Company, Inc., under an Air Force contract with the Aero Medical Laboratory of the Wright Air Development Center. In essence it is a summary of most of the non-classified publications in the area, and it serves as a resource and reference aid for school and other personnel. Copies of this note are available in limited quantities.

*Note 8—Weightlessness, Zero Gravitation.* This is a summary of the work written by Dr. Siegfried Gerathewohl, USAF School of Aviation Medicine. It became available for distribution in late 1959.

*Note 9—Acceleration.* This note is planned as a summary of the joint Air Force and Navy projects on the subject. Dr. Edwin P. Hiatt has been invited to serve as the chief author for the material.

*Note 10—The Struggle for Men's Minds.* This note was developed by Dr. E. Paul Torrance, the same author who developed *Mastery of Stress*. It became available for distribution late 1959.

*Note 11—Man's Fitness for Space.* This note is planned to contain a summary of the work done under Colonel (Dr.) John Stapp, Director Aero Medical Laboratory. It is planned for 1960.

*Note 12—Ballistic Missiles.* This note is planned to summarize the

progress in missile development at an appropriate time when such release is deemed appropriate by Hq. USAF.

*Note 13—Electronics, Human Engineering.* This note is being planned by the allied industries concerned with present and future developments in the area. It probably will be programmed for 1961.

*Note 14—Human Happiness and Mental Health.* Not planned as yet.

*Note 15—Language Training.* This note is to include three separate areas of content: (1) a summary of trends with respect to effective language training, (2) a summary of newer techniques being used in area of language training, and (3) a summary description of the USAF Language Training program on a world wide scale. It is planned for summer 1960.

#### Dissemination and Evaluation

Copies of these notes are not distributed to individuals, but are intended as resource materials for bona fide high school counseling staff departments. They should be requested from the following address on official school stationery: Commander, Detachment #1, Orientation Group, USAF, Norton AFB, California.

Guidance trainer personnel at the University of Minnesota, and the University of Hawaii are participating with the USAF in the evaluation of these notes.

• • •

**A** HABIT cannot be tossed out the window; it has to be coaxed down the stairs a step at a time.—Mark Twain



# A Worksheet for Interpreting the Strong Vocational Interest Blank

by ANGELINE J. PAPPAS and NORMAN C. GYSBERS

**T**HERE IS A NEED in counseling for simplified, more usable profiles of many psychological tests and inventories, including the Men's and Women's Strong Vocational Interest Blank. The authors have observed difficulty of counselors in interpreting and of counselees in understanding inventory results directly from the standard profile sheet—regardless of the method used.

ANGELINE J. PAPPAS is Counselor, Wayne State University, and NORMAN C. GYSBERS is a Graduate Student at The University of Michigan; both are Graduate Assistants in the Academic Year Counseling and Guidance Institute at The University of Michigan.

The simplified profiles described herein are intended to help the counselee better understand the inventory results. They are not designed as a replacement for the regular profile but as a supplementary worksheet.

## A Hopeful Approach

*The Men's Worksheet:* The method used for simplifying the men's profile involves a position change in the arrangement of the occupational groups. The occupational groupings remain the same as on the regular profile. However, Groups VI and VII precede Group V in order to facilitate the physical layout of the worksheet.

### INTEREST INVENTORY - MEN

A Comparison of Your Interest Patterns With the Interest Patterns of Established People in the Occupations Listed

OCCUPATIONAL GROUPS	Dis- similar Interests	Somewhat Similar Interests	Very Similar Interests	OCCUPATIONAL GROUPS	Dis- similar Interests	Somewhat Similar Interests	Very Similar Interests
<b>Biological Science Group:</b>				<b>Social Service Group:</b>			
Artist .....	+	+	+	Y.M.C.A. Physical ..	+	+	+
Psychologist .....	+	+	+	Director .....	+	+	+
Architect .....	+	+	+	Personnel Director ..	+	+	+
Physician .....	+	+	+	Public Administrator ..	+	+	+
Osteopath .....	+	+	+	Y.M.C.A. Secretary ...	+	+	+
Dentist .....	+	+	+	Social Science	+	+	+
Veterinarian .....	+	+	+	High School Teacher ..	+	+	+
<b>Physical Science Group:</b>				City School	+	+	+
Mathematician .....	+	+	+	Superintendent .....	+	+	+
Physicist .....	+	+	+	Social Worker .....	+	+	+
Engineer .....	+	+	+	Minister .....	+	+	+
Chemist .....	+	+	+	<b>Business Detail Group:</b>			
<b>Production Manager Group:</b>				Senior C.P.A. ....	+	+	+
Production Manager ...	+	+	+	Accountant .....	+	+	+
<b>Technical Trade Group:</b>				Office Man .....	+	+	+
Farmer .....	+	+	+	Purchasing Agent .....	+	+	+
Aviator .....	+	+	+	Banker .....	+	+	+
Carpenter .....	+	+	+	Articulator .....	+	+	+
Printer .....	+	+	+	Pharmacist .....	+	+	+
Mathematics-Physical	+	+	+	<b>Business Contact Group:</b>			
Science Teacher .....	+	+	+	Sales Manager .....	+	+	+
Industrial Arts Teacher	+	+	+	Real Estate Salesman ..	+	+	+
Vocational-agriculture	+	+	+	Life Insurance Salesman	+	+	+
Teacher .....	+	+	+	<b>Verbal-Linguistic Group:</b>			
Policeman .....	+	+	+	Advertising Man .....	+	+	+
Forest Service Man ...	+	+	+	Lawyer .....	+	+	+
<b>Musician Group:</b>				Author-Journalist .....	+	+	+
Musician (Performer)...	+	+	+	<b>Executive Group:</b>			
<b>Certified Public</b>				President of a	+	+	+
<b>accountant Group:</b>				Manufacturing Concern	+	+	+
C.P.A. ....	+	+	+				

Strong - Men

The method of presenting the scores is simplified by elimination of the letter grades and gray bars. In place of these, three categories are used: the "dissimilar interest" category which includes the C, C+ range, the "somewhat similar interest" category which includes the B-, B range, and the "very similar interest" category which includes the B+, A range.

**The Women's Worksheet:** The method used for simplifying the women's profile involves the formation of occupational groupings and the addition of a Homemaker-Career Scale. The occupational groupings on the women's interest inventory are devised to make it somewhat similar to the men's inventory so that a consistent approach may be used in handling both.

The women's groupings were established by inspection of the intercorrelations of the 27 occupations listed in Strong's Manual. The group names selected represent the group as a whole and match as closely as possible those on the men's profile. The method for presenting the scores is the same as explained above for the men's worksheet.

The Homemaker-Career Scale was developed to add another useful dimension to the interpretation. It is a way of looking at what might be the ultimate goals of a woman's occupational planning. The homemaker and career groups were derived by inspection of the intercorrelations of the 27 occupations listed in Strong's Manual. The homemaker and career groups are

#### INTEREST INVENTORY - WOMEN

A Comparison of Your Interest Patterns With the Interest Patterns of Established People in the Occupations Listed

OCCUPATIONAL GROUPS	Dissimilar Interests	Somewhat Similar Interests	Very Similar Interests	OCCUPATIONAL GROUPS	Dissimilar Interests	Somewhat Similar Interests	Very Similar Interests
<b>The Arts Group:</b>				<b>Home Arts Group:</b>			
Artist .....				Housewife .....			
Author .....				Elementary Teacher .....			
Librarian .....				Home Economics Teacher .....			
English Teacher .....				Diction .....			
<b>Social Service Group:</b>				<b>Health Service Group:</b>			
Social Science Teacher .....				Physical Education Teacher .....			
Y.W.C.A. Secretary .....				Occupational Therapist .....			
Social Worker .....				Nurse .....			
Psychologist .....				<b>Physical and Biological Science Group:</b>			
Lawyer .....				Mathematics-Science Teacher .....			
<b>Business Contact Group:</b>				Dentist .....			
Life Insurance Saleswoman .....				Physician .....			
<b>General Business Group:</b>				Laboratory Technician .....			
Buyer .....				<b>Musical Group:</b>			
Stenographer-Secretary .....				Musician - Performer .....			
Office Worker .....				Musician - Teacher .....			
Business Education Teacher .....							
<b>Homemaker Group:</b>							
Stenographer-Secretary							
Office Worker							
Housewife							
Buyer							
Business Education Teacher							
Physical Education Teacher							
Diction							
Home Economics Teacher							
Elementary Teacher							

HOMEMAKER - CAREER SCALE			
Interests Similar to Homemaker Group	Interests Somewhat Similar to Both Groups	Interests Similar to Career Group	

**Career Group:**  
Author  
Librarian  
Artist  
Physician  
Psychologist  
Social Worker  
Lawyer  
Dentist  
English Teacher

Strong - Women

composed of occupations with significant intragroup correlations. Conversely, the two groups are distinguishable in that the occupations of one group have the least significant intercorrelations with occupations of the other group.

If the majority of scores within either the homemaker or career groups predominates, the scale is marked accordingly. If neither group predominates, the center of the scale is marked. The letter grades and the distance of any score from the gray bar must be taken

into account in using this scale.

### An Adaptable Application

The use of the supplementary worksheet can be adapted to almost any style or technique of test interpretation. The approach to using the worksheets need not be predetermined; counselee need and counselor preference should be the guiding factors. Whatever the method of test interpretation, it is hoped that maximum counselee participation will be encouraged. To this end, these simplified worksheets may be useful.

## EDUCATIONAL ATTAINMENT of Workers in the United States

Occupations	Less than high school graduation	High school graduation	Some college education
	(%)	(%)	(%)
Professional & technical workers	6	19	75
Proprietors & managers	38	33	29
Clerical or sales workers	25	53	22
Skilled workers	59	33	8
Semi-skilled workers	70	26	4
Service workers	69	25	6
Unskilled workers	80	17	3
Farmers & farm workers	76	19	5

—Manpower Challenge of the 1960's

## APGA Membership as of March 31, 1960

Division	Total Active
1 ACPA	2,223
2 NAGSCT	442
3 NVGA	7,037
4 SPATE	706
5 ASCA	3,761
6 DRC	666
APGA	11,205

## Keeping up with

## MILITARY INFORMATION

by GARY M. CLARK

**W**HEN A STUDENT ASKS "Shall I join the army now and get it over with or wait until I'm drafted?" or "What is the best 'deal' in the military service?" or "How can I get in and how soon can I get out?" what do you tell him?

The dilemma in which young men of today find themselves concerning military responsibilities and opportunities probably is due to one or a combination of these reasons:

- (1) The many, varied, and changing programs of the armed forces.
- (2) Lack of information about the complicated programs.
- (3) Inadequate counseling on these problems provided by the

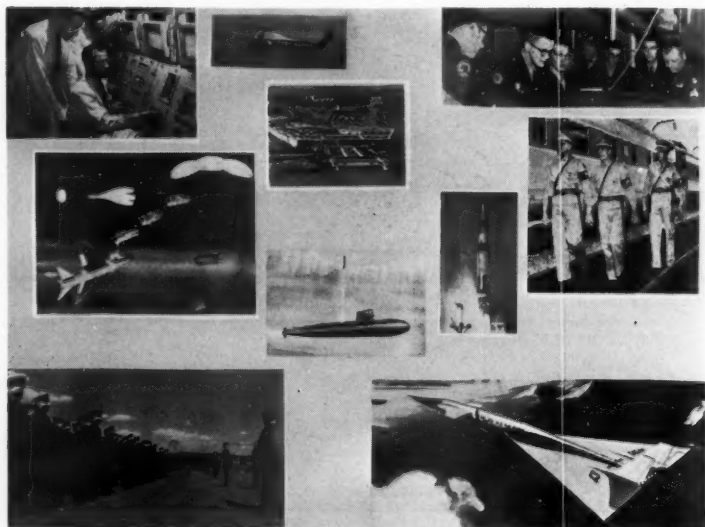
school and other community agencies.

Today all physically and mentally able males face some form of military service. No vocational choice, or the planning for the education and training necessary to achieve it, can be realistic unless this basic fact is taken into account.

## School Responsibility Clear

The school seems to be the best place to relieve the anxiety, confusion, and ignorance of young people regarding military service. Many

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schools are providing such services already through adequate counseling, group guidance activities, occupational units in the curriculum, visits from recruiters, films, and published materials in accessible files. Schools which do not provide these services are not facing up to their responsibilities.

Doubtless many schools have the occupational file folder labeled "Military" bulging with information. However, unless this information is usable to the counselor or teacher and to the student, it is a waste of space. Answers to simple, yet important, questions such as "What are the requirements for me to get into pilot training?," "How old do I have to be to join the Navy?," or "What courses will I need to enter West Point?" should be readily available.

To refer confused and impressionable students to a local recruiter is not the only or necessarily the best answer.

None of this is to imply that the counselor or teacher should become a recruiter for the armed forces. But he should be able to answer certain basic questions directly or to find the answer in the literature on hand.

Young people need to know more than just what obligations and opportunities are available to them. They need to know *why* their country needs their service. It is the school's duty to give them the answer in terms which will relieve uncertainty and misgivings and engender positive attitudes toward their military future. Unless positive and realistic attitudes toward military service are fostered in the school, countless youths will continue to cling to negative and uninformed attitudes. Such a continuation could be detrimental to themselves and society.

It must be made evident that military service is part of the normal citizenship pattern, and since it can be expected, it can be planned for, either in conjunction with a civilian life plan or as a career in itself.

This writing is an attempt to point up the responsibility of the schools for military guidance in the planning stages, to give a condensed picture of all military service publications.

### Basic Chart Compiled

The accompanying chart attempts to present all current military service opportunities for enlisted men and officers and to answer some basic questions about each. It is current as of February, 1960, but will be obsolete in a few months unless it is revised by counselors through contact with periodical sources listed below. Further questions can usually be answered through the use of the selected publications given.

### Selected Bibliography

#### GENERAL

*High School News Service Report.* High School News Service, Building 3109, Great Lakes, Illinois. Best single periodical to keep up to date with changes in military service opportunities. September, 1959, issue is a detailed composite of all armed forces opportunities. Available upon request without charge.

*Your Life Plans and the Armed Forces* (out of print), American Council on Education, 1955.

#### UNITED STATES AIR FORCE

*Occupational Handbook of the United States Air Force.* Distribution of this manual is restricted to educators and guidance counselors. It details information concerning career fields open to airmen (both men and women) and shows the relationship between military and civilian education and careers.

# OFFICER SERVICE OPPORTUNITIES

BRANCH	AGE AND EDUCATION REQUIREMENTS	ACTIVE DUTY	RANK	REMARKS	ADDRESS FOR INFORMATION
<u>ARMY:</u> R.O.T.C.	14-24 College completed by age 28	6 mos. or 2 years		Reserve duty may be permanent or indef- inite	The Adjutant General Department of the Army T.A.R.D. Washington 25, D. C.
	18-28 High School grad.	2 years	2nd. Lt.	Candidates are drawn from enlisted ranks & warrant officers	
	18-21 High School grad.	3 years		Must be unmarried Selected by Congress- sional and presiden- tial appointments	
<u>NAVY:</u> R.O.T.C. (Contract)  R.O.T.C. (Regular)  Reserve Officer Candidate  Aviation Officer Candidate  Aviation Cadet  U.S. Naval Academy	17-21 College graduate	2 years	Ensign	Reserve duty may be permanent or indefi- nite	Bureau of Naval Personnel Dept. of the Navy Washington 25, D. C.
	17-21 College graduate	4 years			
	17-27½ 1 year college	3 years		Flight training-1½ yrs Active duty-3½ yrs	
	19-26 College graduate	5 years			
	18-25 60 hours of college				
	17-21½ High School grad.	4 years		Must be unmarried Selected by Congress- sional or presiden- tial appointment	

<u>MARINES:</u> Platoon Leaders Class	17-25	3 years	Aviators serve 3 yrs.	Commandant of Marine
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## MARINES:

Platoon Leaders Class	17-25 Accepted by a college	3 years	2nd Lt.	Aviators serve 3 yrs. after completing flight training	Commandant of Marine Corps, Code D.P. Washington 25, D. C.
Officer Candidate Course	20-26 3/4 year of college	3 years		Aviation Officer Candidate Course is the Same	
Aviation Cadet	18-25 2 yrs. college	3 years			
<u>AIR FORCE:</u>					
R.O.T.C.	14-27 College com- pleted by age 28	3 years or 5 years		Non-flyers - 3 yrs. Flyers - 5 yrs. Res. duty indefinite	Commandant AFROTC Hdqtrs. Maxwell AFB, Alabama
Officer Candidate School	20½-27½	3½ years		Drawn from enlisted men & warrant of- ficers	
Aviation Cadet	19-26½ High School grad.	4 years	2nd Lt.	4 yrs. after complet- ing flight training	Headquarters U.S. Air Force Washington 25, D. C.
Air National Guard	19-26½	18 mos.		Must be unmarried	
Aviation Cadet	High School grad.			4 yrs. active reserve	
U.S. Air Force Academy	17-21½ High School grad.	3 years		Must be unmarried Selected by Congres- sional & Presidential appointment	Director of Admissions U.S. Air Force Academy Colorado
<u>COAST GUARD:</u>					
Officer Candidate School	21-26	3 years		Drawn from enlisted men and college seniors	Commandant (FTP-2) U.S. Coast Guard Washington 25, D. C.
U.S. Coast Guard Academy	17-21½	3 years	Ensign	Must be unmarried Selections made on basis of competitive exams	

All officer programs utilize rigorous mental and physical examinations

Minimum monthly pay for lowest ranking officers for all services:

Single - \$222.00 (Hazardous duty pay - \$100.00)

Married - \$307.00

# ENLISTED SERVICE OPPORTUNITIES

BRANCH	AGE	ACTIVE DUTY	RESERVE OBLIGATION	REMARKS	ADDRESS FOR INFORMATION
<u>ARMY:</u> Draft	17-26	2 years	4 years	Reserve includes 2 yrs. active and 2 yrs. inactive duty	Selective Service Board
6 Month Reserve	17-18½ 18½-25	6 mos.	7½ years 5½ years	3 yrs. active reserve 2 yrs. active reserve	Local Recruiting Station or The Adjutant General Dept. of the Army Washington 25, D. C. U. S. Army Reserve State National Guard
Regular Enlistment	17-34	3 years	1 year	Reserve duty is inactive	
Reserve Enlistment	17-26 26-35	2 years 6 mos.	4 years 2½ years		
National Guard	17-18½ 18½-25	6 mos.	7½ years 5½ years		
<u>NAVY:</u> Regular Enlistment	17-30	4 years or 6 years	2 years or none		Local Recruiting Station
Reserve Enlistment	17-26 26-31	2 years none	4 years 4 years		
<u>MARINES:</u> Regular Enlistment	17-28	4 years	2 years		Commandant U. S. Marine Corps Code D.P. Washington 25, D. C.
Enlisted Reserve	17-18½ 18½-26	6 mos.	7½ years 5½ years	4½ yrs. active reserve	



<u>COAST GUARD:</u>					
Regular Enlistment	17-26	4 years	2 years	Commandant (PTP-2) U. S. Coast Guard Hdqtrs. Washington 25, D. C.	
Reserve Enlistment	17-18½ 18½-21	6 mos.	7½ years 5½ years		
<u>AIR FORCE:</u>					
Regular Enlistment	17-34	4 years or 6 years	2 years or none	Local Recruiting Station or Headquarters USAF Washington 25, D. C.	
6 Month Reserve	17-18½ 18½-25	6 mos.	7½ years 5½ years		
Air National Guard	17-18½ 18½-25 26-35	6 mos. 11 weeks 11 weeks	7½ years 5-3/4 years 2-3/4 years		

Minimum monthly Enlisted Service Pay for all branches: Single - \$78.00  
Married - \$129.00

Program and Analysis Branch, Personnel Procurement Division, Room 2040 Bldg. T8, Washington 25, D. C. Free.

*The United States Air Force Off-Duty Education Program.* Opportunities for the attainment of knowledge through the Air Force off-duty education program. Headquarters USAF, Washington 25, D. C. Free.

#### UNITED STATES ARMY

*Occupational Handbook, United States Army.* A manual for civilian guidance counselors and students. The Adjutant General, Department of the Army, Attn.: AGSN. Washington 25, D. C. Free.

*Keeping Up With Your Future.* A brief description of educational opportunities available to nurses while on active duty. Office of the Surgeon General, Department of the Army, Washington 25, D. C. Free.

*United States Military Academy—Catalog.* The official catalog of the U. S. Military Academy, West Point, N. Y. The Adjutant General, Department of the Army, Attn.: AGPB-M. Free.

The following materials pertaining to the U. S. Army may be obtained without charge from the nearest U. S. Army Recruiter or by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

*The Army Talks to Youth.* A unit of study for high school students.

*High School Youth and Military Guidance.* An orientation booklet for high school guidance counselors.

*Straight Talk About Staying in School.* A message to high school students from the U. S. Army.

*United States Army Technical Schools.* A booklet describing the opportunities for technical training in the Army.

#### UNITED STATES COAST GUARD

*A Career Service.* CG153.839977. A recruiting bulletin which contains some information of value in relation to civilian careers and education. Commandant (PTP-2), Coast Guard Headquarters, Washington 25, D. C. Free.

*Your Career for Tomorrow.* A semi-catalog of the United States Coast Guard Academy, New London, Conn., Commandant (PTP-3), U. S. Coast Guard Headquarters, Washington 25, D. C. Annual. Free.

#### UNITED STATES MARINE CORPS

*Marine Corps Institute Handbook.* A regular catalog of courses offered to military personnel through the Marine Corps Institute. Marine Corps Institute, Washington 25, D. C.

#### UNITED STATES NAVY

*Life in the U. S. Navy.* NAVPERS-MCNPB 36016. Bureau of Naval Personnel, Department of the Navy, Washington 25, D. C. Free.

*Stay in School.* NAVPERS-MCNPB 35406, MCNPB 40427. Bureau of Naval Personnel, Department of the Navy, Washington 25, D. C. Free.

*United States Navy Occupational Handbook for Men.* NAVPERS-MCNPB 36059. A manual for civilian guidance counselors, schools, libraries, employment and youth agencies. An analysis of Navy careers. Bureau of Naval Personnel, Department of the Navy, Washington 25, D. C. Free.

*United States Navy Occupational Handbook for Women.* NAVPERS-MCNPB 36059. An analysis of Navy careers for women. Bureau of Naval Personnel, Department of the Navy, Washington 25, D. C. Free.

### *Agricultural Career Book*

**Choose Your Career in Agriculture** contains 48 articles from the series that appeared over the past three years on the Young Dairyman's page of *Hoard's Dairyman*. All of the articles are directly or indirectly related to the field of agriculture.

The 96-page paperbound career book costs 75¢ and is available from *Hoard's Dairyman*, Fort Atkinson, Wisconsin.

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# The Psychological Significance of Adlerian Concepts in Counseling

by WILLIAM P. ANGERS

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WILLIAM P. ANGERS is Staff Psychologist in the Office of Psychological Services at Fordham University, New York, New York.

ALFRED ADLER will long be remembered for his exposition of the "inferiority complex." This, however, is only one of his great contributions to the fields of education, social work, psychology, psychotherapy, and psychiatry.

Some other less mentioned, but equally important, concepts for which Adler pioneered the frontiers of knowledge and which constitute his *Individual Psychology*, [1] are: organ inferiority, feelings of inferiority, life-style, family constellation, the guiding fiction, social interest, "as if," compensation and over-compensation, "two to make a neurosis," unity of the personality, holism, total personality, cooperation, useless and useful side of life, masculine protest, purposiveness of behavior, goal, subsistence—society—sex, "spit in their soup," early memories, "step forward and backward," early recollections, and his contention that treatment should grow out of diagnosis.

Let us briefly consider how some of these concepts can be effective in the counseling process [2].

Regardless of the kind of counseling—whether it be vocational, educational, occupational, parental, or personal—it is helpful to know the person's life-style or, in other words, his attitude towards life which influences his behavior accordingly.

## Family Constellation

One way the person's life-style may be determined is to know the family constellation or his position in the family. Adler found that the first born or the oldest is usually the most dependable, reliable, realistic, and helpful unless he feels dethroned by the birth of a second or even a third or youngest.

The second child usually finds

constructive or destructive ways to be different from the first. If the first one is considered a paragon of virtue or perfect in all things, the second child may be a problem. The third or, if there are others, the "baby" is usually spoiled. The same is true of an only child. However, it may also happen that the youngest, instead of being spoiled, will try to outdo the others by pursuing a constructive goal so that in this way he may gain parental favoritism. But if his goal is destructive, his behavior will be delinquent.

Naturally there are many variations to the life-style, depending on how the behavior becomes purposive in serving the person. This is why Adler termed his school, Individual Psychology. But usually the general pattern just described is the one that prevails with individual differences accounting for multiple variations.

This significance of the family constellation can be most helpful in understanding the person being counseled. For instance, an oldest may feel he has to be first in everything although he may not always have the capabilities of such accomplishment, or he may give up in discouragement if the second-born has succeeded to become first even though it may be by chance [3]. On the other hand a second-born may feel that he has to be first regardless of the effort and sacrifice. An example that immediately comes to mind is a young man who was determined to become an actor and succeeded, although he had been told by a well-known dramatic teacher that he had no talent.

The baby or an only child, used to being pampered or spoiled or being waited on by the other members of the family, usually is a discouraged individual. He gives up

quickly, oftentimes without even trying or attempting anything. These individuals often develop along the useless instead of the useful side of life [4].

In the counseling process, the significance of this Adlerian concept is far-reaching because by pointing out the life-style to the individual, he will recognize how purposive his behavior is in achieving an often-mistaken destructive, exploitative goal and he can be encouraged to change it to a constructive, productive, creative goal. Or in other words the counselee can be shown how to move from the useless to the useful side of life. This can also be achieved by "spitting in their soup" [5].

### **Inferiority Feelings**

Another helpful way to understand a person's life-style is to consider any "feelings of inferiority," "organ inferiority" and/or "inferiority complex." Everyone experiences feelings of inferiority to some degree; this is normal in everyday living.

For example, we recognize that there are individuals who are more capable than we are by virtue of their training or experience or native ability. However, some individuals have learned that by showing or expressing themselves to be inferior they can succeed in having others wait on them. In this way nothing is expected of them and their goal in life is to avoid responsibility and accomplishment because as they tell you "I have an inferiority complex." When individuals take this attitude habitually they are said to have an "inferiority complex."

An inferiority complex may be real or imagined. In the counseling process, it may be beneficial to

assist an individual with a real inferiority to accept his limitations or to be realistic about his capabilities and potentialities. If the inferiority is imagined, then it is helpful to point this out to the individual and show him how he is using this as an excuse to do nothing.

People are interested in knowing the goal of their behavior especially when the goal is a mistaken one. They may not accept the facts at first and, especially with dependent individuals, they may try to proceed in a useful direction in order to achieve personal freedom and independence with a "step forward and a step backward." They will tell you "I wanted to get a job but . . .," "I wanted to get married but . . .," and, "I want to be grown up but . . ."

The "inferiority complex" concept of Alfred Adler may be especially significant in counseling handicapped people. In these cases we would refer to an organ inferiority although it may not be confined to an actual organ inferiority. For instance, one patient felt he had an inferiority complex because he had an arm which was one half inch longer than the other, caused by his pitching in baseball games. When he was able to accept that there were many individuals like this, he was able to change his life-style. However, with handicapped people [6] it may take a longer time for them to accept that they are using their disability as an excuse to avoid accomplishment.

#### **Kinds of Compensation**

If an individual is ready for occupational counseling [7], an equally significant Adlerian concept which may be effectively used in the counseling process is compensation. The way in which an in-

dividual may compensate or over-compensate is an important consideration as a pattern of success or failure depending upon whether the compensation and over-compensation is in a negative or in a positive direction [8].

It is interesting to observe how many individuals with low test scores do very well in a variety of training situations or occupations whereas oftentimes individuals with superior scores fail in tasks which they easily have the capabilities to achieve. But a study of the information gathered during the interviews often reveals the cause to be found in one or several of the Adlerian concepts. The difference in the paradoxical achievements of the two groups is that one over-compensates for their inferiorities in a positive way whereas the other, although brighter and with more advantages, compensates in a negative way.

Another significant factor is the life-style of the individual which is reflected in his reaction to the interpretation of the test results. Also, the degree of motivation or how much an individual really wants to achieve a goal—whether in job or personal adjustment counseling—is an all significant feature in the counseling process.

#### **Social Feeling**

Finally, in cases of personal adjustment counseling it is helpful, in addition to the concepts already cited, to measure the degree of an individual's social feeling or social interest. This is defined as an active interest for the welfare of others or the "love of thy neighbor as thyself."

The significance of this concept of social interest plus the degree of activity can assist in an understanding of the total personality of an

individual. The following four ratios are considered useful adjuncts when properly understood by the counselor. In the first category of useful individuals there is a high degree of activity plus high social interest; for the delinquent there is a high degree of activity plus no social interest; the neurotics are characterized by a low degree of activity and some social interest; and the psychotic shows no activity plus a low degree of social interest.

### Understanding Life-Style

The Adlerian technique of assisting an individual is threefold: First, to understand the individual's life-style; second, to explain it to the individual; and, three, to strengthen social interest [9]. An individual may be in need of help in what Adler identified as the three life areas: subsistence, society, and sex. Recently, the life-area of religion is also gaining importance [10]. This paper has concentrated on subsistence and society; however, what has been said may also apply to sex, although the application would be in that life-area.

Thus, it appears that Adlerian concepts can be significant in the counseling process. The way in which the whole personality may effect the part(s) in the formation of a faulty life-style which is based on a false goal has been discussed. The importance of understanding the way in which an individual's behavior may be purposive and the way it may be influenced by the family constellation, feelings of inferiority, or an inferiority complex have also been considered. The way in which an individual may compensate or over-compensate and the value of encouraging an individual in a useful direction has been touched upon.

### Psychology of Use

In conclusion, the *Individual Psychology* of Alfred Adler is a psychology of use and not a psychology of possession; it is concerned with the use an individual makes of what he has. In addition, Adlerian concepts are useful as man is considered from a socio-teleological point of view because *Individual Psychology* penetrates quickly to the core of the problem, exposing the way in which an individual may be assisted in changing his goal from crippling, exploitative dependency to productive, creative interdependency. Finally, the counselee readily responds to their simplicity, depth, and soundness.

The psychological significance of Adlerian concepts in counseling cannot be over-estimated.

### REFERENCES

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2. Angers, W. P. "An Adlerian Approach to the Dangers of Evaluative Labeling," in the *Vocat. Guid. Quart.*, 1958, 7, 26-30; also, Angers, W. P. "Evaluative Labeling: A Proposal," in *Psychol. Reports*, 1960, 6, 187-190.
3. For the case of an oldest see Angers, W. P. "The Boy Who Grew Up," in *Pastoral Life*, 1959, 7, 32-37. For the case of a middle child see Angers, W. P., "Counseling a Youth at the V.S.C.," in *Counsel.*, 1958, 16, 1, 4.
4. For the case of an only child see Angers, W. P. "The Challenge of Individual Psychology For Catholic Psychologists," in the *Amer. Cath. Psychol. Assn. Newsletter Supplement*, 1958, 36, 1-2; also for an only child and an oldest see Angers, W. P. "Parental Counseling in Psychological Services," in the *J. Soc. Ther.*, 1959, 5, 299-306.
5. This expression means that an individual can no longer repeat his old exploitative responses without now being aware of them. What he formerly did without awareness has

become a factor of increased social consciousness.

6. Angers, W. P. "Job Counseling of the Epileptic," in the *J. Psychol.*, 1960, 49, 123-132.

7. Angers, W. P. "Reality Testing" in Vocational Counseling," in *MD Internat. Record of Med.* To be published in 1960.

8. For negative compensation see the pioneer work of the daughter of Dr. Alfred Adler, Alexandra, "The Psychology of Repeated Accidents in Industry," in the *Amer. J. Psychiat.*, 1941, 98, 99-101; For positive compensation see Alfred Adler, *Social In-*

*terest*, London: Faber, 1939 and, in a recent popular style see M. B. Ray, *The Importance of Feeling Inferior*, N. Y.: Harper, 1957.

9. Ansbachers, *op. cit.*, Chapter 13.  
10. "Symposium on Relationships Between Religion and Mental Health," in the *Amer. Psychol.*, 1958, 13, 565-579; see also Angers, W. P. "Individual Psychology and Catholics," in the *Homiletic & Pastoral Review*, 1958, 58, 1057-1059; Angers, W. P. "Clarifications toward the Rapprochement Between Religion and Psychology," in the *J. Ind. Psychol.* To be published in 1960.

### *Testing Bulletin*

**Understanding Testing: Purposes and Interpretations for Pupil Development**, is a 24-page booklet written by specialists in the U. S. Office of Education and edited by Kenneth F. McLaughlin.

Topics include basic facts about tests; types, definitions, construction, use, programs, and administration of tests; the cumulative record and guidance implications of tests.

The bulletin, OE-25003, is available from the Superintendent of Documents, Washington 25, D. C. for 25¢ per copy.

### *College Costs Bulletin*

**College Costs, 1960**, by Ruth Johns and C. C. Dunsmoor, is available for 25¢ per copy from the Board of Cooperative Educational Services, 546 North Bedford Road, Bedford Hills, New York.

The 11-page booklet contains suggestions for meeting college costs along with data gathered in January from 250 colleges attended by 90% of the Northern Westchester High School graduates.

**CORRECTION:** *A Guide to Vocations in Engineering and Related Fields*, by Lynn L. Ralya and Lillian L. Ralya may be purchased from 907 Fourteenth Street, Santa Monica, California, 1959, 42 pp. \$1.25.

# *The Old Counselosopher Says*



The very best aptitude test is tryout experience.

\* \* \*

A counselor isn't learning anything when he's talking.

\* \* \*

There is always the possibility that non-conformists may be right.

\* \* \*

Many professional people are narrow minded by specialization.

\* \* \*

Adolescents should be expected to race their engine or to let it idle at times.

\* \* \*

The time spent choosing and planning for an occupation is only a small fraction of the time spent in working in it.

\* \* \*

Some of the happiest people are those who can convert their hobby into their career or their career into their hobby.

\* \* \*

All bright students need not go to college but they should invest their talents in some worthy venture.

\* \* \*

The most successful people are doing well the things that are easy for them to do.

\* \* \*

For most students, going to college is the most challenging and demanding experience in their life to date.

\* \* \*

Forming inappropriate educational and vocational plans too early is much worse than forming appropriate ones a little behind schedule.

\* \* \*

Living involves adjustment both to problems and to the having of problems.

\* \* \*

What a child believes other people think of him is more important than what they actually do think about him.



# An Early Look at THE LABOR MARKET

by **FRANCES DEMPSEY** and **LAURIER Z. BEGNOCHE**

**Y**OUNG PEOPLE should know about the community in which they live and the job opportunities that will be available to them when they are ready to seek them. In the Sayville, New York, Junior High School a project was undertaken to provide students with this information.

The students selected for this study were members of the basic class—a group not bound for college who will be entering the labor market either upon graduation or dropping out at the age of sixteen, which for many of them will be about a year in the future.

The group, under the leadership of the guidance department and with the aid of the English department and the exploratory teacher, selected a number of businesses in the community about which they wished to explore the job opportunities.

The students drew up a letter requesting an interview after school hours, at which time they would speak with the representatives of the firms about job opportunities available for young people. The letter made it clear that the students were only eighth graders and not interested in immediate job placement but rather job information for future use. The letter was typed on school

stationery by the guidance secretary and signed by the class president, then mailed to the various selected businesses.

While waiting for replies the group discussed what they might ask, how they should dress, and proper behavior for the interview. As a result of these discussions the children drew up a questionnaire which would be used at the interview, and a form stating various hints of proper dress and behavior for the interview. These mimeographed sheets and forms were distributed the day before each of the interviews so that the children could be ready for their interview.

Many mock interviews took place in class to show how a student should properly conduct himself. Stress was placed on the fact that the students were representatives of the Sayville Junior High School and their impression on the community must be a good one.

A member of the guidance department accompanied the students on each of the interviews. Permission was asked from the management to allow the taking of pictures concerning the job opportunities offered there.

After the interviews were conducted and all the films were developed by the photography club in the school's dark room, each student drew up a resume of the opportunities offered at the place of employment. The resumes

FRANCES DEMPSEY is Guidance Director and LAURIER Z. BEGNOCHE is Guidance Counselor at the Sayville, New York, Junior High School.

were mimeographed and pictures mounted. Then a job survey booklet was compiled.

Each student in the class received a booklet for future use. Also a representative of the class spoke to the other eighth grade sections about the project and presented a booklet in each class.

The guidance department felt that certain benefits besides job information were received by the group participating in this project. The group had an opportunity to learn proper interview techniques, including dress and behavior.

They were participants in letter writing and resume writing. They also had an opportunity to speak to the other sections of the eighth grade about their project.

The community as a whole responded well to the program. The school received numerous letters from firms stating that they felt that this training was valuable for the young people in our area.

This approach to job exploration will be continued in the future as it seems to help meet real student and community needs.

## CONFERENCE ON ARTICULATION



**TELEVISION DEMONSTRATION:** Brother John Egan, F.S.C.H., of Iona College, is pictured counseling Joseph Cortese, a freshman at St. Francis College, in a demonstration of closed circuit television. This was part of the third Teacher Guidance Clinic conducted by St. Francis College and the Guidance Councils of the Diocese of Brooklyn and Rockville Centre.

One hundred and eighty-five educators participated in the program which had as its theme, "Articulation on All Levels of Catholic Education."

# A Key Club

## Group Conference

by JOSEPH RAUSCHKOLB

ANY CLUB can have a group conference. A group conference resembles a press conference. However, instead of reporters, students seek information for their own guidance. This technique is useful in getting information about occupations, employers, unions, schools, colleges, and other subjects. This particular group conference was staged by the Key Club, whose main function is to provide occupational information to its members, and to assist them in choosing the proper college.

The club had for many years invited men in business, industry, and education to appear before them to present a prepared speech. Invariably, this job was assigned to the recruiting officer, and the boys were given information that made the field or school sound very inviting. While question and answer periods were permitted, these usually were very short and normally centered around procedures in the firm, with very little emphasis on the job itself.

### New Approach Tried

After an orientation by the instructor, members of the club discussed what type of information they hoped to get from the conference, arrangements and procedures. Members were asked to check with their fathers to see

whether a volunteer could be procured from among them. It was emphasized that no prepared material would be necessary and that all of the information required would come in response to questions from the audience.

The following day, one of the club members announced that his father was happy to accept the invitation and was delighted to know that it would not be necessary to prepare a speech.

On the night of the conference, sheets containing various questions from the check list found in *Occupational Information*<sup>1</sup> were distributed to several of the boys. This was not known to the entire club. The boys with the prepared questions were told to listen for them, and to cross them off as soon as they were asked spontaneously by other members. They also were told to ask any of the questions when they felt they would be helpful in clarifying any point that might have been made. They were further instructed to interject one of the prepared questions whenever they felt that there was a let down in the questioning. The instructor also retained a copy of the entire list and crossed off each question as it was asked.

The guest for the evening was the production manager for a nationally known chemical company with main office headquarters in

JOSEPH RAUSCHKOLB is a Teacher and Faculty Advisor to the Key Club at Ossining, New York, High School.

<sup>1</sup> Hoppock, Robert, *Occupational Information*. New York: McGraw-Hill Book Co., 1957. Ch. 16.

New York City. The firm has 47 plants and offices distributed throughout the country.

The idea of a group conference had been outlined to him. He was not told about the questions that had been distributed, nor that the instructor might speak up at various times to keep the conference on the job rather than the process.

### Conference Goes Smoothly

The president of the club asked the instructor to introduce the guest and to briefly outline the procedure. One of the boys to whom the list had been distributed asked the first question and the conference was on.

Questions came in a seemingly endless stream for 40 minutes and the boys with the list questions asked them at the opportune times. It was only necessary for the teacher to speak on three occasions, each time after waiting for the guest to conclude a long disertation on the process rather than the job.

At the end of 40 minutes the conference was concluded and the guest was thanked for his appearance. When asked whether there was anything else that the club should have asked him, or if he had anything else that he would like to tell us, he replied, "I guess that you have asked me about everything that could possibly be asked. You are a fine group of young men, and if any of you now have a better understanding of the field, I will be more than happy to give you summer employment once you have started college."

### Evaluation is Favorable

After the guest left each club member was asked to write unsigned reports on this type of pro-

gram. Following are some of the comments received:

"It is my belief that the program presented tonight was quite informative and should be duplicated by other men holding different jobs."

"Great! On any industry."

"Very excellent! I prefer that this be continued and I further feel it is much more beneficial to us rather than a prepared speech as has been done. I am looking forward to hearing the next speaker."

"I think that it was an interesting and prosperous meeting. The asking of questions in my opinion is the best way to run a discussion."

"I liked the discussion and I found out many things about engineering and its qualifications, requirements, and benefits. I like it!"

"I enjoy this type of informative discussion. I am not sure of the field I plan to enter so any talk would interest me to help me make up my mind."

"I thought it was a very good idea and it worked out well."

"I enjoyed the discussion and I feel that I benefited from it. I would like to have similar programs."

"I think tonight's discussion was a very informative and interesting one, and I hope they will be continued."

"I feel that this kind of program is very worthy and should be continued. This kind of program has a good value to the club."

"Good program. More. I want more!!!"

"I thought that the program was interesting because it was very broad and the stacked questions helped considerably."

"I feel tonight's talk was very, very interesting. I believe this

will aid all Key Clubbers when they leave college for an oncoming job."

"This type of program has purely beneficial aspects. If future dis-

cussions rival this starting one, there is no reason why anyone should not, in some way, benefit; continue by all means."

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## *Tapping A New Source* of Educational Information

by W. L. SHOEMAKER

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"**W**HERE are some good schools of Necromancy and Witchcraft—History—Philosophy—Music—etc.?" This type of question, often asked by high school students, is one about which a counselor has difficulty in obtaining information.

Counselors can readily find materials giving a one page, beautiful, general description of a college or a university but published information about the quality of specific departments in the institution is practically non-existent.

The counselors at University High School, Urbana, Illinois, felt "guilty" because they were forced, by their own ignorance, to make too many referrals on questions for information about Lipid Chemistry, Herpetology, Parasitology, Plant Pathology, and many other areas of specialization. So they decided to attempt to collect some information about these areas.

The following form letter was written and sent to all Deans, Directors, and Heads of Departments at the University of Illinois:

Will you, and/or others of your staff, list below some schools that are considered "good" in your area of specialization? Please list both public and independent schools. If

you have information of this type, based on a wider type of survey it will also be welcomed.

The information requested is primarily for the use of the counselors at University High School and no claim will be made that the institutions listed are necessarily the "best" nor that the list is comprehensive.

Please do not allow modesty to prevent you from listing your own department or institution.

One hundred and thirty-three responses were received representing 91 areas of specialization, from Accounting to Zoology. The number of institutions recommended by the various faculty members ranged from four to fifty-eight. Most department heads listed the five to ten institutions that all members of the department were in agreement on.

The counselors are pleased with the great amount of useable information that they have obtained with a small amount of time, effort, and expense and feel that this is a method of gathering occupational information that might be feasible for many school counselors.

W. L. SHOEMAKER is Assistant Professor of Education and Director of Guidance, University of Illinois High School at Urbana.

## FOURTH GRADERS

### *Meet up with Occupations*

by JANET KAYE

**F**OURTH-GRADERS will tackle anything new—including the whole occupational world. But, as with most things, they have to start close to home.

In the spring of 1959 a unit on occupations was developed with a fourth grade class in the Edgemont Elementary School in Scarsdale, New York. The purpose was to have the children learn more about occupations in general and the work of their fathers in particular. It was also to broaden their horizons and make them more liberal and tolerant of others and the work they do.

In discussing work in general, the children discovered that they knew very little about occupations. Some did not even know what their fathers did. They immediately became curious to learn.

Every day there were discussions of different aspects of work, followed by about 45 minutes allotted to independent "research" on their topics. To help them, the class and teacher made an outline for individual reports. The following outline emerged:

#### Different People Do Different Work

- I. What my father does
- II. What I want to be
- III. An interview with someone who does what I would like to do
- IV. Extra things to do:
  - A. Have discussions with different people who have

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different jobs. What do you like about their jobs? What don't you like?

- B. Take your camera and take pictures of people doing their work.
- C. Think of all the different occupations you have come into contact with all day. Are all of them necessary and important?
- V. Write a report on everything you have learned. Be sure to include pictures, interviews, and whatever else seems interesting to you and has to do with our study of occupations.

#### Other Subjects Related

Many interesting and fruitful discussions followed. This unit was not purely on occupations but was integrated with several other areas of the curriculum.

The children learned more about research skills, study skills, and interviewing skills. To facilitate this, many books on occupations were provided in the room. As the grade level of reading ability ranged from 4.7 to 11.0, books on all levels were secured. Some of the titles were:

*Fish and Wildlife*, C. B. Colby.  
*First Book of Supermarkets*, Jeanne Bendick.  
*Doctors at Work*, Alice Keliher, Ed.  
*Frogmen*, C. B. Colby.  
*Tall Timber* (The work, machines, and men of the U. S. Forest Service).  
*Your Police*, George J. Zaffe.  
*At the Post Office*, E. B. Hastings.  
*Postmen*, Evelyn Hastings.  
*The First Book of Nurses*, Mary Altling.

*Machines at Work*, Alice Keliher, Ed.

*Let's Go to a Garage*, J. M. Goodspeed.

*Trucks and Trucking*, Walter Buehr.

*Heroes of Baseball*, Robert Smith.

*What Makes an Orchestra*, Jan Balet.

*Up and Down Main Street*, Vera Russell.

*The Magic Stones*, (architecture), Alain.

*The Wholesale Produce Market*, Dorothy Stever.

*The Frozen Foods Plant*, Velta Ablee.

The children seemed to enjoy reading these books. Instead of using the regular textbook in the low reading group, the children profitably used books on occupations. The class used many different kinds of books, magazines, and newspapers to get their information.

### Interview Skills Developed

They learned about interviewing; this was their first experience and they seemed fascinated. In class, role playing helped illustrate what to do and what not to do in interviewing. Making an appointment, preparing questions and asking them were covered.

The children interviewed people who did jobs in which they were interested. Several of the girls were interested in teaching so they interviewed different faculty members. One girl wanted to be a dental hygienist so she interviewed one. Another boy interviewed a machine operator. They learned what direct quotations were and how they were written. All of this, needed for their reports, they learned quickly and well.

### The Study Spreads

When the class studied about people in other lands they also

studied the kind of work they did. The children learned about the work of the Africans, Eskimos, and Alaskans. They learned that all people have the same basic needs.

When Ancient Civilizations were studied, the children learned about the work the Cavemen, Egyptians, Phoenicians, Hebrews, Greeks, and Romans performed. It became apparent that the nature of work advanced as civilization advanced.

In art the children made pictures of people doing different jobs. These were hung on the bulletin board and made an attractive and informative display.

Some fathers visited school and told the children about the nature of their work. The children asked questions and everybody, including the fathers, seemed to learn from the experience.

Thus the study of occupations included reading, English, geography, social studies, history, citizenship education, and art.

### Reports are Revealing

The children's reports on occupations varied in length from six to twelve pages. Some of their comments follow.

"My father says he likes being an Assembly man very much. He feels he is doing his share for the state. This report has helped me learn more about my father's job and how important it is."

During elections this child was confused by all the political activity going on all around her. She did not understand why her father was seldom home. Now she understands and is proud of the position he holds.

"Also in this report I have learned what the name of my father's company is and what he does."



This child (above) is an unusually bright student and it was surprising to learn that she did not know what her father did.

"I've learned and hope you've learned that every job is important. Also I learned that without any one job something bad could happen. Like without laundry men, germs would get in our clothes and many people would get sick and many people could die. You may know that about 4,000 deaths take place every year because of fires, so that's the reason we have fire men. Every job has some reason for being important."

This child really learned more about occupations and their importance from the study.

"My mother is a cook, a dishwasher, a cleaning lady, wash-woman, seamstress, taxi driver, hostess, gardener, nurse, shopper, beautician, baker, menu-planner, and ironer. She is the mother of two teenagers and one pint size fourth grader. She works in the church and the P.T.A. She teaches in her spare time (if she has any). All this plus a leg operation last summer keeps her busy. She enjoys it but hardly has time to read a book."

The above report shows that this youngster had gained a great deal in understanding the complex life of today's mother.

"My father is a Trial Lawyer. A Trial Lawyer is a lawyer who goes to court and argues a case. There are other kinds of lawyers, too. A Trial Lawyer first has to get the story from the client. Then he looks into the facts of the case. Next he goes to a Law Library. There he looks up the law for the case. This is called "Preparing a Case for Trial" . . . . ."

This little girl went on for pages describing in great detail the practice of law. The report revealed

how much she had learned.

"Do you know we could not live without garbagemen. Some of you may think garbagemen have one of the least important jobs. But they have one of the most important jobs . . . . ."

This child had achieved one of the important objectives of the unit.

### **Educational Progress Made**

The most important thing the children learned was to respect other people and the work they do. During one discussion when the word "garbagemen" was brought up, the children laughed. The question of what would happen if we had no one to collect garbage was raised and the health hazards were subsequently discussed. After this no one ever laughed about any occupation.

The children learned something about their fathers' occupations and gained insight into what they did all day. The children became more realistic about their future goals and more respectful of their fathers.

There also were many individual attitude changes. One boy who never considered the future before decided he wanted to go to West Point. He found out he needed good grades and began to work harder. This may have been a turning point in his approach to school work. Another boy who always wanted to be a policeman discovered the hard training and work involved and changed his mind.

This unit may not have drastically changed the vocational plans of these fourth graders. It did, however, make them more aware of their future and how much planning it entails. It helped the children to work toward the goals of all good teaching; critical thinking, respect, and understanding.



## *A Springboard to*

# Better Vocational Interview Content

by CHARLES BURKE

ANY INSTRUMENT that can enrich interview content or supply new data for the counselor should add to the effectiveness of the counselor-counselee relationship. In this regard the Burke Inventory of Vocational Development, a brief student self-inventory, shows promise of usefulness.

Equipped with a completed Inventory, the counselor knows which occupations the student is and has been thinking about. He has at the outset of the interview a picture of the student's unique pattern of vocational development. With such a device the counselor may immediately pursue matters meaningful to the client.

### **An Interview Aid**

The counselor's early awareness of the client's occupational frame of reference saves much unproductive groping.

Requiring an administration time of 15 minutes, the BIVD presents 307 occupational titles arranged in a random order. The student is asked to mark the number "1" beside each occupation that he has thought of entering, the number "2" beside each occupation that he would like to learn more about, and the number "3" beside each occupation someone else has suggested as suitable for him. He also is asked to circle the occupations he is thinking about most seriously at the time he takes the inventory.

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Now in its fifth revision, the inventory can be used with students from grades 8 through 12, from the freshman year in college through the senior year, and with adults.

In grade 8, the occupational titles are not all understood, but this also is true to some extent at all levels, including the adult range. However, those occupations the student can readily indicate are the ones he has been thinking about.

### **Varied Usefulness**

Because of its simplicity and versatility the BIVD shows promise for use in schools and colleges, in counseling agencies, in private and public employment offices, and in the armed forces.

The instrument directs the counselor's attention to the student's level of aspiration. This is revealed in the influence upon him by family, friends, teachers, and others. It has been found that the occupations most often circled are those numbered 1, 2, and 3. Occasionally, an occupation is circled with the number 2 omitted. In such a case, the student usually states that he feels he already knows enough about the occupation—even though this may not be borne out in subsequent discussion.

In counseling with 11th-grade pupils, the instrument usually stimulates students to indicate the occupations they have been thinking about over a period of several years. Some students indicate a narrow vocational development, responding to only few occupations; others

respond to a wide variety of occupations at all levels; still others restrict themselves wholly to professional and managerial positions. A few inventories seemed clearly circumscribed by their parents' occupations.

As expected, there is revealed at times a distinct gap between level of aspiration on the one hand and scholastic aptitude and achievement on the other. However, certain students with low scholastic aptitude reveal considerable reality in indicating a wide variety of choices within the range of their ability.

The instrument has been used with more than 200 persons from the eighth grade through adulthood including students whom the counselor knew well, students newly arrived at the school, students who had previously taken the Kuder Preference Record-Vocational, and students taking the Kuder at the same time. Without exception the interview content was enriched by the use of the brief BIVD self-inventory.

The writer believes the most effective use of the inventory to be in conjunction with the Kuder Preference Record-Vocational. In fact, the most important contribution seems to be the insight the BIVD affords into the significance of the Kuder profile. The student's current pattern of interests as shown on the Kuder is remarkably similar to the cluster of occupations indicated on the BIVD. In addition, the level that the student viewed as suitable for himself was clearly indicated, as was the pattern of his unique vocational development.

The instrument is a direct approach to a person's vocational image. It attempts to enrich interview content rather than to furnish

statistical data for comparison of a person with other groups of people.

### **Validity is Elusive**

As it is not a test, it does not readily lend itself to traditional validation studies. The responses often are not a complete and accurate record of the client's vocational development. However, as a stimulus for an interview the inventory need not be either valid or reliable.

It is essential to keep in mind that, although the student receives a form that has all the appearances of a test, the BIVD is clinical in nature: It is a springboard for an interview and the quality of the interview is its reason for being.

One weakness is the fact that a regular user quickly develops a clinical feel for patterns of responses that may exceed the data. Examples are bare responses as if the student were unable to picture himself in a normal work setting, responses that are profuse and suggest no meaningful pattern, or responses which are mainly unrealistic.

Another weakness is that students sometimes respond as if numbers 1 and 2 were identical. Also the number 2 frequently does not mean the respondent really wants to learn more about an occupation; more often he wants to learn about those occupations he has circled.

### **Experimentation Invited**

However, despite its weaknesses, the Burke Inventory of Vocational Development is so potentially useful as a counseling tool that the writer has hastened to place it before his peers so that a wider experience may increase its value and surer hands may test its worth.

# Subject Career Day

by ELMER R. RITZMAN

THE TRADITIONAL CAREER DAY, held annually in an effort to "disseminate occupational information," may have its merits. However, it fails to stimulate teacher participation and student-teacher exchange of ideas.

To overcome these objections one school guidance department in a junior-senior high school inaugurated a new day called Subject Career Day. This was a day set aside in the school for the purpose of teaching the educational and vocational implications of each subject offered in the school's curriculum. Each teacher was encouraged to present as many career possibilities as she felt related to her subject, either directly or indirectly.

The objectives of this new day included acquainting the student with the fields of work to which an interest or ability in a particular subject could lead and underlining the educational and vocational significance of course work. Each teacher examined the course(s) to determine if the vocational preparatory needs were being met, as well as the general educational needs of the students.

It was agreed in advance that this day should be an enjoyable one for the students, but that it was a learning experience—not a holiday.

Occupations which were not too well known to the students, those

which are in great demand, those which are of special interest to the students, and those about which students are known to have misconceptions were to be given special attention. It was also decided to cover the teaching profession on this day. If teachers do not encourage qualified young people to go into teaching, it is very likely that they will receive relatively little encouragement from other sources.

An attempt was made to instill in students the idea that "making lots of money" should not be the sole or predominant factor influencing their thinking on the matter of selecting a career. Helping students see the financial rewards of an occupation in the proper perspective when selecting a vocational objective was to be given consideration.

Teachers were assisted by the guidance department in obtaining materials and planning their day. Teachers utilized a variety of techniques: lectures, student reports, panel discussions, tape recordings, films, dramatic presentations, and various forms of discussion. Some teachers employed a combination of these techniques.

## Informal Evaluation

Teachers in the main seemed to anticipate the day with enthusiasm. The administrators and the counselors visited the classrooms on this day and conferred with the teachers. An evaluation conducted

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at the next faculty meeting produced the following information concerning Subject Career Day:

42 per cent of the teachers felt that the objectives were realized to a maximum degree and that the students had participated very enthusiastically.

52 per cent of the teachers felt that the objectives were realized to a moderate degree and that there was a moderate degree of student enthusiasm.

6 per cent of the teachers felt that the objectives were not realized and that the students were disinterested.

(The teachers had informally conducted surveys in class or had observed student reaction before recording their own evaluations.)

One teacher wrote with conviction on his evaluation sheet, "They now understand why they take math and science." An eighth grade teacher frankly admitted that he never expected his students to respond in the enthusiastic fashion in which they did. The Latin teacher held student attention as she lectured on the educational and vocational implications of Latin; the question period which followed demonstrated the deep thinking which had been stimulated.

#### **Future Refinements**

On the basis of student and teacher evaluations and suggestions as well as the observations of the administrators and guidance staff, the following conclusions were

reached to be used as a guide for future Subject Career Day planning:

1. The event should be held every other year. The traditional Career Day should be held on alternate years. In the six years that the student spends in the junior-senior high school, he would participate in three Career Day programs and three Subject Career Day programs.

2. It should be held early in the school year. This would help to set the tone of the classroom for the remainder of the year.

3. Teachers should not give lengthy student assignments in preparation for the day or rely on the students to carry the major portion of the load.

4. The program should be spread over two days: morning classes on the first day, afternoon classes on the next day.

5. Subject Career Day could be merely the beginning of a unit for those teachers who wished to pursue the project further.

6. Departments should plan a program which would prevent overlapping and give better coverage from year to year.

7. A more appropriate but related unit should be planned for seventh graders since they generally did not seem to profit from this type of program.

8. Educational implications of courses should be stressed as much as the vocational implications.

Subject Career Day, in effect, was a test of the vocational value of school courses. Most subjects passed the test.

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Our population will increase from 180 to 208 million, up 28 million or 15 per cent over the 1960-1970 decade.

—*Manpower Challenge of the 1960's*

# Occupational Literature on the Protestant Ministry

by ROBERT E. BENNETT and GEORGE E. HILL

THE PURPOSE of this study was to evaluate occupational literature on the Protestant ministry as obtained from the 68 Protestant denominations with over 50,000 membership, and from commercial agencies publishing occupational literature on the Protestant ministry. These evaluations should be of assistance to ministers, teachers, youth workers, counselors, and librarians who select and use occupational literature in the counseling and guidance of youth about the Protestant ministry as a career.

## Methodology

One hundred five pieces of occupational literature from 27 Protestant denominations, and 14 pieces of literature from nine commercial publishers were received in response to a request for such materials. These 105 items constituted only a portion of a much larger volume of leaflets, pamphlets, and books—many of which were religious tracts and discussions of religious dogma rather than occupational information publications.

Each item judged to provide some information on the ministry as a career was subjected to an evaluation based upon the standards for publishers issued by the Publishers' Committee of NVGA. These standards have been developed into "A Check List and

Rating Device for Evaluating Occupational Literature."<sup>1</sup>

This Check List was used for the analysis and evaluation of the publications on the Protestant ministry.

## Findings

1. There is a definite lack in quantity and quality of occupational literature on the Protestant ministry. Only 40 per cent of the major denominations have published anything that could be called "occupational" in character. Commercial publishers have published very little on the Protestant ministry; but what they have published is generally of greater merit than the output of the denominational groups. The commercial publications received were:<sup>2</sup>

*Chart of Religious Jobs* from *Madoiselle Magazine*, 541 Madison Avenue, New York 10, New York.

*We Have This Ministry* by J. O. Nelson from The Association Press, 219 Broadway, New York 7, New York.

*Religion* by J. A. Nichols from the Bellman Publishing Company, Cambridge 38, Massachusetts.

*Christian Vocations* by W. R. Forrester from Charles Scribner's Sons, 597 Fifth Avenue, New York 17, New York.

<sup>1</sup> A copy of this checklist may be secured from the Guidance Training Laboratory, College of Education, Ohio University, Athens, Ohio.

<sup>2</sup> The booklet submitted by one commercial publisher turned out to be primarily a treatment of dogma and not an occupational booklet.

*Careers for Christian Youth* from the Moody Press, LaSalle and Chicago Avenues, Chicago 10, Illinois.

Several briefs and pamphlets from the National Council of Churches, 214 Fourth Avenue, New York 3, New York.

*Clergyman*, a brief from Science Research Associates, 57 West Grand, Chicago 10, Illinois.

*Opportunities in Protestant Religious Vocations* by J. O. Nelson from Vocational Guidance Manuals, Inc., 1011 East Tremont Avenue, New York 10, New York.

2. The evaluation checklist revealed that several important points of occupational information were usually omitted from these publications. These were most often: purpose and intended audience, date information was gathered, number of persons engaged in the profession, outlook, validation of information by identifying its sources. Perhaps the most serious lack in most of these publications was what might be called a complete picture of the profession, details regarding the nature of the work.

3. Denominational publishers seem to have been unaware of such standards as those long since widely published by the NVGA.

4. Much of the occupational literature on the Protestant ministry could not be recommended for inclusion in school libraries and information files.

### Recommendations

The following recommendations are submitted in the form of suggestions for the improvement of occupational literature on the Protestant ministry:

1 All publishers of occupational literature on the Protestant ministry should secure the latest standards available for such literature from

the National Vocational Guidance Association. These standards should be carefully considered before any piece of occupational literature is prepared for public use.

2. Denominations that do not prepare occupational literature on the Protestant ministry for use in counseling with youth within their denomination should undertake to prepare this information. A denomination should prepare at least one good piece of occupational literature on their ministry. It is suggested that this be a clear, readable, concise, and attractive monograph rather than many separate pamphlets about the various aspects of the ministry.

3. Commercial publishers should undertake research which will lead to the preparation of occupational literature on the ministry which will be commensurate with the available literature on other professions.

4. Research should periodically be conducted in order to present a complete coverage of occupational information on the Protestant ministry. The standards of the National Vocational Guidance Association should be used as a guide.

5. Denominations should make an effort to cooperate with teachers and counselors in public schools by furnishing them at least one good monograph on the ministry. They should encourage their youth to take advantage of professional guidance personnel employed by public schools in obtaining information about the ministry as a career.<sup>3</sup>

<sup>3</sup> School counselors who wish it may receive a mimeographed list of the Protestant denominational sources of occupational literature on the ministry judged in this study to be adequate. Send to The Guidance Training Laboratory, College of Education, Ohio University, Athens, Ohio.

# Choosing a College

by HENRY H. MORGAN

**M**ANY PARENTS AND STUDENTS choose college unwisely because of ignorance of their own needs and ignorance of what kinds of education are available.

I am reminded of a man I knew in rural Connecticut who made a number of unwise purchases. This man, who was employed as a hired hand on local farms, was an easy mark for any salesman. Although he lived in a small house without running water or heat, he was persuaded to purchase an expensive automatic washing machine which he left conspicuously on his front porch for passers-by to view.

Perhaps many people are purchasing a certain kind of college education without full regard for its value to them in their particular circumstances, often neglecting other more appropriate educational or vocational investments, just as my Connecticut friend neglected investing in proper plumbing instead of an automatic washing machine.

The cost of a college education may run high, as much as \$2,500 a year or more, plus what a student is not earning because he is out of the job market (perhaps another \$2,500 a year). Thus, the total cost may run as high as \$5,000 a year or \$20,000 for a four-year degree in a private liberal arts college.

To make this sizeable investment wisely, we must define the needs of a student and the fundamental

purposes of his education, these needs and purposes not being the same for all students. We must develop a theory or philosophy of education, its goals and purposes, a theory that is relevant to the needs of the particular boy or girl facing the choice of a college.

In some general way, we must be able to answer such questions as: What is the student like now? What will he be like in the future, or what do we hope he will be like? What changes are expected and hoped for?

In order to know the needs of the consumer (student) and in order to know the merchandise (college education), we must study both carefully before making any final decision.<sup>1</sup> We shall first look at some of the needs or purposes that a student may have for going to college. Later we shall review some of the things that colleges may offer the prospective student. We shall want to see how colleges choose their students, and, finally, we shall want to say a word on how a student can make the final decision of college choice.

## Purposes of College

So let us first consider some of the more commonly expressed purposes of a college education, not necessarily taking them in order of their importance.

<sup>1</sup>Of considerable help in this study are books such as *College Ahead!* (a guide for high school students and their parents) by Eugene E. Wilson and Charles A. Bucher, New York: Harcourt Brace & Co., 1958 (\$3.95).



Among the more commonly stated purposes are: To secure a better job and earn more money; to gain higher prestige or social status; to find a spouse. College may be a response to social pressures (everyone else is going) or just a way to spend four years after high school with friends who are going to college for the same reasons.

Another purpose for going to college is to get away from home and to establish adult responsibility for self-determination and self-direction. Somewhere down toward the end of the list of purposes may be: to get an education, to learn about many things, to learn how to learn, to gain a degree of intellectual maturity and wisdom.

### Education or Training

In thinking about college, one's emphasis may be on education or it may be on training. Both education and training may be important, but for a given student emphasis on one or the other may be desirable.

For example, many students will choose wisely to follow such specific training programs as those leading into careers in automobile mechanics, sheetmetal work, accounting, engineering, dentistry, or medicine. These curricula are usually pointed towards training for a specific type of work.

In contrast a student may take a general education program in a junior college or take a four-year liberal arts program that has no specific application to later work, and that includes such courses as: English literature, social sciences, philosophy, ancient and modern languages, natural sciences, mathematics, fine arts, and music.

It is usually not a question of either/or, but rather a question of which of the two, education or training, will receive the greater emphasis in the years immediately following high school. A strong case can be made for either emphasis depending on the particular aptitudes, interests, values, needs, plans, and problems of the boy or girl facing a college choice and also depending on the particular outlook of his parents and his community.

### Appropriateness of College

In facing the problem of how to choose a college, we start with the student and try to evaluate what he needs and what he can use. We must also evaluate what is offered on the educational market. Let's consider some of the factors to weigh in judging the appropriateness of a college for a student.

One place to start is the cost of the education. From choice or necessity one family may wish to choose a free or low cost college. Another family may wish to invest as much as \$10,000 to \$20,000 or more in a child's education, the cost depending on the choice of college and the choice of subsequent professional training in some cases. A family must choose a college appropriate to its budget. There is, of course, always the possibility of financial aid, even in the most expensive of colleges.

Location is another important initial consideration. Will you choose a college nearby or far away, one with a campus life or one with a city atmosphere largely made up of commuter students? For some people, the difference between an urban and a rural setting may be important.



Other aspects of the college to be evaluated are its athletic facilities, its opportunities for social life, the living arrangements, health services, and counseling services.

Perhaps one of the most important and most difficult things to evaluate is the make-up of the student population. Is it a large, medium, or small college? Are the students very similar to one another or are there many different types of students? For some college students, there is a degree of security in being part of a small homogeneous population while, for other students, there is great stimulation in being part of a large heterogeneous group.

One can determine whether a college is largely local, regional, national, or international in its student population. One can also determine whether there are few or many social groups represented. More difficult to estimate is the intellectual climate created by the students themselves, a climate that will either stifle or nourish a person's intellectual development.

Another aspect of the college that does not usually receive sufficient study is the quality, quantity, and origin of the faculty. Some colleges have exceptionally fine departments in one field of study but are weak in another field. These things can be determined through study of a given college, as can the rate of turnover among faculty, the pay scale, and the degree of excellence in teaching.

Still other aspects of the college which should be considered (and there are undoubtedly still more than these) are the college's methods of instruction, its philosophy of education, and its religious outlook. There is debate about the values of private, public, or parochial educa-

tion; and each family must decide this matter in terms of its own philosophy of education.

### Entrance Requirements

Having considered how we might choose a college, let us also consider how a college might choose us. How is the college going to evaluate the prospective freshman? Certainly, there is no single criterion and the standards vary greatly even within one college.

First of all, grades or scholarship are paramount. This is probably the best way to judge a student's seriousness of purpose and his industriousness.

A second consideration may be a student's intelligence or scholastic aptitude as measured by tests, an indication of his potential for scholarship at the college level or beyond.

Somewhat less clearly defined factors to be weighed are the student's creativity or his ability to make contributions to student life. Thus, his citizenship record, including athletic participation, extra-curricular activities, and hobbies or interests, may be important in the evaluation, although some of these activities can be overdone, particularly if undertaken merely to impress a director of admissions.

Character or personality, however defined, are usually not of prime importance except as reflected in the factors just mentioned or unless a student is emotionally very disturbed.

Ethnic and religious factors are of real importance in some instances. Some colleges favor Catholics, Jews, or Protestants, sometimes even of a particular sect. Some colleges discriminate against persons from certain ethnic or religious groups. By and large, these

factors are not crucial in any college that claims to have a heterogeneous student population.

There is also a geographical bias operating in the selection of students. In some cases, a college may favor local boys and girls while in other cases, a college may favor out-of-state students, particularly students from a distant state. Thus, a student will have an easier time getting into Harvard, Yale, or Princeton if he comes from the midwest or far west than if he comes from one of the big cities on the east coast.

### The Choosing Process

One other question might be raised, "When and how should the choice be made?" Some babies born this year will receive tiny sweaters or T-shirts emblazoned with college colors and bearing such legends as "Harvard '81." For these students, the choice was made some time ago.

Some students are only beginning to think about college in their sophomore and junior years of high school. For these students the

junior year is usually the crucial one, a time of decision.

Ideally, the choice should evolve out of study, fact finding, and discussion. Reading, consulting with a high school counselor, talking with other people who know the colleges, and visiting the colleges of one's choice are very useful and important activities in reaching a valid decision.

For many students and parents, educational and vocational counseling can be helpful at this time even if the results are somewhat general or tentative.

The choice of a college is usually the first major decision that many young people make. It is their first experience in self-determination, and how they make the decision may be as important as what decision they make. They are learning how to make other big decisions as they make this big one. At this time they need help from friends, teachers, counselors, and parents, but they need to make the decisions themselves if they are to learn to make other important decisions after they leave home.

## *Employment in 1950-1970*

During the past decade, professional, office, and sales workers as a group exceeded for the first time in our history the number of persons employed in manual occupations (skilled, semi-skilled, and unskilled jobs).

During the coming decade, this trend will continue. The fastest growth will occur among professional and technical occupations, especially engineers, scientists, and technicians.

Among the manual occupations, the need for skilled craftsmen will increase, but the number of unskilled jobs will stay about the same, continuing their long term relative decline.

Young workers will have to prepare themselves for a rapidly changing and more complex world of work; will need more education and training, with better guidance and counseling; and will have to compete more keenly for the better jobs.

—*Manpower Challenge of the 1960's*

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# New Books

## On Vocational Guidance



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by DELMONT K. BYRN

*Careers in Education*, by Frederick L. Redefor and Dorothy Reeves.  
New York: Harper and Brothers, 1960. 209 pp. \$4.

For those interested in teaching as a career, this book is designed to help beginners choose and apply for positions and to help experienced teachers find new ones. Included are discussions of application letters, the initial presentation, the campaign, the interview, the decision, the acceptance, and how to teach these techniques to others.

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*Business Journalism* (Second Revised Edition), by Julien Elfenbein.  
New York: Harper and Brothers, 1960. 352 pp. \$6.75.

This book covers the entire field of businesspaper publishing. It is a manual of the businesspaper practice and a source of information for editors, journalists, publishers, writers, trade association and government officials, and teachers and students of the business press. Sample chapter titles are: Marketplace—Mainstream of Business News, Origins and Growth of World Business Journalism, and Executive Position Descriptions.

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*Guidance Programs for Blind Children*, edited by Carl J. Davis. Watertown, Mass.: Perkins School, 1959. 142 pp. Paperbound \$2.

This report of a 1959 conference includes papers and discussion on The Purpose of a General Guidance Program, Self-Concepts of Blind and Sighted Children, Diagnostic Procedures for Use with Blind Children, Application of Guidance Principles in a School for the Blind, The Role of the School in Child-Home Relationships, Group Procedures with Staff and with Parents, The Public School Counselor Works with a Blind Pupil, and How Guidance Procedures May Be Established in a Residential School.

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*Vocational Planning for College Students*, by Henry Borow and Robert V. Lindsey. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959. 186 pp. Paperbound \$2.95.

This workbook for college freshmen and sophomores uses the sequential project method to help develop a vocational plan. The approach to self-study and learning about the occupational world covers such questions and topics as: what is college, what do workers want from their jobs, preparing for counseling, the world of work, vocational interests and values, human differences, and worker trait requirements, exploring occupations, preparing for the chosen field, and entering the job market.

*Guidance Readings for Counselors*, edited by Gail F. Farwell and Herman J. Peters. Chicago: Rand McNally and Company, 1960. 691 pp. \$7.50.

A collation of periodical materials providing many views and approaches in promoting guidance action is provided in this source book for counselors-in-preparation, counselors-in-service, and counselor educators. The readings include materials on the historical perspective, the base for guidance and counseling, approaches to helping others, and the need for research and increased professionalization.



*School Guidance and Personnel Services*, by Francis C. Rosencrance and Velma D. Hayden. Boston: Allyn and Bacon, Inc., 1960. 373 pp. \$6.00.

The authors describe the guidance role of "generalists" (teachers, administrators, and guidance counselors) and "specialists" (school psychologists, social workers, and nurses). The four major parts of the book deal with the guidance point of view, pupil personnel services in the public schools, roles and functions of specialists in the pupil personnel program, and some factors affecting the success of a guidance program.



*College Guide for Jewish Youth*, (Revised Edition) by Robert Shosteck and Alfred Jospe. 1640 Rhode Island Avenue, N. W., Washington 6, D. C.: B'nai B'rith Vocational Service. 78 pp. Paperbound \$2.

This reference volume is designed to help Jewish youth in the selection of an appropriate college. Included are discussions of selection according to individual needs, college costs and admission requirements, and specific Jewish considerations entering into college choice. The final section is a directory of 362 colleges and universities in the United States and Canada. The listings include 202 institutions which have Hillel Foundations or other agencies and organizations ministering to the religious, cultural, and social needs of Jewish students.

### *School to Work*

*From School to Work*, highlights from a study on the early employment experience of youth in seven communities 1952-1957, is a 13-page pamphlet released by the Bureau of Labor Statistics, U. S. Department of Labor, in March. It will be published later this year in the bulletin series of the Bureau of Labor Statistics.

### *Ford Foundation Report*

*The Apprentice Experts* tells the stories of some of the young men and women who are in training or have recently completed training as apprentice experts in critical fields with which the on-going programs of the Ford Foundation are concerned.

This 48-page February, 1960, booklet is available from the Ford Foundation, Office of Reports, 477 Madison Avenue, New York 22, N. Y.

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# Who Are Public School Pupil Personnel Workers?

by HOWARD V. DAVIS

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HOWARD V. DAVIS is Director of Student Affairs at Southwestern Illinois Campus of Southern Illinois University, Edwardsville, Illinois.

IT IS DIFFICULT to identify—let alone analyze the work of—public school personnel workers.

The Occupational Information and Guidance Service of the State Board of Vocational Education of the State of Illinois issues an *Annual Directory of Counselors and Other Pupil Personnel Workers in Recognized Four-Year Public Secondary Schools and Junior High Schools* of Illinois which tells part of the story. The *Directory* for 1958-1959, based on the Annual Guidance Reports, is compiled from reports from 635 of the 689 four-year secondary schools and from 143 junior high schools in Illinois.

The present study is an analysis of the *Directory* with respect to the titles of the persons having guidance duties or assignments. The study is also an attempt to answer the question, "Do the titles of persons reported as having guidance duties reflect the nature of those duties?" No attempt is made to separate the returns by size of educational institution or by size of the community.

The counselors and pupil personnel workers listed in the *Directory* are divided into two groups: (1) those individuals reported as having five or more hours per week specifically set aside in their daily schedule for the performance of assigned guidance or other pupil personnel duties and (2) those individuals reported as having less than five hours per week specifically set aside for those duties.

In order to discriminate further among the workers reporting, three categories of titles for these workers are assigned: (1) guidance workers, (2) administrators, (3) others. While no attempt is made to show that these are discrete categories, it is felt that the titles are

**Pupil Personnel Workers In Recognized Four-Year Public Secondary Schools and  
Junior High Schools in Illinois, 1958-1959**

<i>Titles</i>	<i>Assigned 5 or More Hours Guidance Duties Per Week</i>		<i>Assigned Fewer Than 5 Hours Guidance Duties Per Week</i>		<i>Total of All Workers Assigned Guidance Duties</i>	
	<i>Number</i>	<i>Per Cent*</i>	<i>Number</i>	<i>Per Cent*</i>	<i>Number</i>	<i>Per Cent*</i>
<b>GUIDANCE WORKERS</b>						
Adviser	80	5	9	3	89	5
Academic Counselor	4	0	0	0	4	0
Assistant Principal	81	5	11	4	92	5
Counselor	546	33	14	5	560	30
Chairman of Guidance Com- mittee	0	0	3	1	3	0
Dean	23	1	4	1	27	1
Dean of Boys	49	3	5	2	54	3
Dean of Girls	91	6	8	3	99	5
Director of Personnel	2	0	0	0	2	0
Guidance Coordinator	5	0	0	0	5	0
Guidance Director	131	8	2	1	133	7
Head of Guidance Program	31	2	2	1	33	2
Placement Counselor	50	3	2	1	52	3
Psychologist	94	6	0	0	94	5
School Social Worker	43	3	2	1	45	2
Test Administrator	9	1	4	1	13	1
Vocational Counselor	6	0	2	1	8	0
Vocational Guidance and Placement	0	0	0	0	0	0
Total for all Guidance Workers	1,245	75	68	23	1,313	68
<b>ADMINISTRATORS</b>						
Assistant Superintendent	5	0	4	1	9	0
Principal	115	7	96	33	211	11
Superintendent	33	2	18	6	51	3
Total for all Administra- tion	153	9	118	40	271	14
<b>OTHERS</b>						
Attendance Director	57	3	1	0	58	3
Adjustment Teacher	55	3	1	0	56	3
Careers Teacher	9	1	0	0	9	0
Others	124	8	106	36	230	12
Total for all Others	245	15	108	37	353	18
<b>GRAND TOTAL</b>	<b>1,643</b>	<b>100</b>	<b>294</b>	<b>100</b>	<b>1,937</b>	<b>100</b>

\* Rounded to nearest whole number.

sufficiently descriptive to warrant  
their classification.

**Some Findings**

Several facts become apparent

from the tabulation:

1. Most of those workers assigned guidance duties of five hours weekly or more have titles indicating the guidance function. Three out of four (75%) of these workers are professionally titled guidance personnel while fewer than one out of ten (9%) are administrators and somewhat more (15%) are other than guidance or administrative workers.

2. The picture changes, however, when consideration is given to the number of persons having fewer than five hours weekly assigned to guidance duties. In this case it is found that the administrators (40%) and others (36%) more often have guidance duties than do the persons with guidance titles.

3. More workers carry the title "counselor," than any other, although the number of counselors represents less than 30% (560 of a total of 1,937) of all workers enumerated.

4. Of the 778 schools reporting, 295 schools have persons heading up the guidance program under these titles: assistant principal, chairman of guidance committee, dean, director of personnel, guidance coordinator, guidance director, and head of guidance program.

5. Of the numbers (1,937) reported having guidance duties, only 294 are shown as having fewer than five hours per week assigned to guidance duties. In other words, it appears that those schools which have workers assigned to guidance duties are principally those schools which provide at least one hour per day per worker to care for the assigned guidance duties.

### Some Interpretations

Making assumptions from a tabulation such as this is not necessarily valid, but interesting nevertheless. The following statements seem warranted:

1. The schools of Illinois are recognizing the value of student personnel workers. This is borne out by the fact that the 778 schools responding have a student personnel force of 1,937 or an average of  $2\frac{1}{2}$  workers per school.

2. Although the schools of Illinois recognize the value of guidance services, the titles of guidance workers are so diverse as to obscure the fact in some cases that the persons actually are engaged in pupil personnel work. Therefore, it is recommended that thorough professional organization efforts be made to standardize the titles and duties of guidance workers.

3. It is somewhat disturbing to find that so many workers in those schools with fewer than five hours per week devoted to guidance duties are "administrators" or "others." It is realized that administrators in small schools often have a multitude of duties, but being a guidance worker in addition to being a full-time administrator presents a major problem for one or for both of these areas.

4. The Occupational Information and Guidance Service of the State Board of Vocational Education provides a useful service in publishing the Annual Directory which attempts to bring together the data from all counselors and pupil personnel workers in public secondary schools in Illinois.

**The number of women workers will increase at nearly twice the rate for men during the 1960-1970 decade.**

**—Manpower Challenge of the 1960's**

# VOCATIONAL DECISIONS

## *and High School Experiences*

by LESLIE O. CARLIN

THE PROCESS of making vocational decisions is complex. A multitude of experiences weld into a directional force which enables the individual to achieve goals. This study is an attempt to determine relationships existing between certain high school experiences and vocational decisions through a survey of 500 college freshmen.

### High School Achievement

Two significant areas pertaining to vocational decisions are considered: (1) the general field of interest or curriculum choice; (2) the specific major which is chosen to be pursued to qualify for a position in the general field of interest.

The degree to which academic achievement in high school correlated with decisions on the vocational goals of college freshmen is shown in TABLE 1.

It is revealing that the progressively more students ranking high in their graduating class had made definite vocational decisions. This is true of both the general interest area and the specific choice of college major. Many of the indicated

decisions probably will be changed; however, in terms of stabilizing effects, goal setting is important and satisfying to the individual.

In counseling it may be judged that the students ranking higher in their graduating class tend toward experiencing those attitudes which create feelings of satisfaction. Those ranking progressively lower in their graduating classes indicate vocational indecision, both general and specific.

High school grades generally are considered the best predictor of academic success in college. This is true despite the multitude of tests which have been developed to ascertain ability, achievement, and temperament. The attitudes developed by students who rank progressively higher seem directly related to their desire to accomplish specific goals. This creates responses which enable students to balance their efforts to achieve self-determined outcomes.

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TABLE 1  
High School Academic Achievement and Vocational Decisions

Rank in Class	Number	Vocational Decision (Per Cent Yes)	Academic Major (Per Cent Yes)
Upper 10%	99	99	84
11-20%	120	89	75
21-30%	94	81	67
31-40%	66	64	61
41-50%	63	56	52
51% and below	58	57	55



It has been suggested that students are greatly influenced in their educational decisions by the enjoyable experiences they have while in school. This study investigated the relationship of (1) subject taught by "teacher liked best" and (2) high school extra-curricular activities liked best to the student's college major.

### Favorite Subjects

The relationship of the subject taught by the student's favorite teacher as compared with the indicated college major are shown in TABLE 2.

TABLE 2

Subject Taught by Teacher Liked Best and College Major

<i>Relationship</i>	<i>Number</i>	<i>Per Cent</i>
Agree	127	35
Disagree	238	65

It is interesting to note that approximately one-third (35%) of the students chose majors in the subject taught by their favorite teacher in high school. Mathematics and music showed the closest positive relationship. Equally as important is the fact that two-thirds (65%) of the students indicated college majors in subjects other than those taught by the teachers they liked best in high school.

### Favorite Activities

The relationship between extra-curricular activities participated in while in high school to the choice of college major is shown in TABLE 3.

The majority of students showing a positive relationship indicated physical education as their major

TABLE 3

Extra-Curricular Activities and College Major

<i>Relationship</i>	<i>Number</i>	<i>Per Cent</i>
Closely related	109	30
No apparent relationship	247	70

with their chief high school extra-curricular activities being sports. Music majors and musical activities ranked second, debate and speech majors, and high school newspaper activities and journalism were third and fourth, respectively. No apparent agreement existed among extracurricular activities and choice of major in 70 per cent of the decisions. It is important to note that approximately one-third of the college freshmen indicated no significant experience in extracurricular activities in high school.

### Occupational Information

The effectiveness of instruction received in occupational information while in high school is indicated in TABLE 4. Students were asked to indicate whether they had engaged in either a regular one-semester course or a unit integrated into a regular academic requirement.

From the above it is evident that only 190 (less than 40% of the 500 college freshmen) had studied the world of work in a systematic manner while in high school. A number indicated that the occupational information received in the unit or course was sketchy.

The probability is that many of the students were not concerned with the materials presented, experiencing no need at the time.

TABLE 4  
Effectiveness of Occupational Information

	<i>Received Instruction</i>	<i>Helped Number</i>	<i>Helped Per Cent</i>	<i>Not Helped Number</i>	<i>Not Helped Per Cent</i>
One semester course:	68	28	41	40	59
A unit in a course:	122	59	48	63	52

TABLE 5  
Major Subject Field of Teacher of Occupations Course or Unit

<i>Subject or Activity</i>	<i>Number</i>	<i>Subject or Activity</i>	<i>Number</i>
Social Science	80	French	2
Art of Living or Orientation	45	Art	2
English	29	Driver Training	2
Physical Education	7	Superintendent	2
Home Economics	6	Mathematics	1
Commerce	5	Agriculture	1
Industrial Arts	4	Physiology	1
Physics	3		

Thus, the "little or no help" indications may reflect a combination of factors. A considerable number of students, however, suggested that their present vocational plans stem from the deeper insight developed through a study of occupations in high school.

Probably one of the big difficulties facing the high school administrator is that of finding teachers interested and prepared in this area of study. With few courses in education to prepare teachers, and these usually graduate courses, the question of which teacher should attempt to present occupational information at all is a basic one.

TABLE 5 shows the great range of teachers in respect to their major teaching field selected to teach "occupations" to students in this study.

In the above may be reflected the

necessity to seek teachers of occupational information courses or units wherever they may be found and to include instruction in occupations wherever it fits into the school program. Providing this kind of instruction to only 40% of the students in the college freshman group studied indicates the need for further work in the whole area.

### Summary Reflections

This several-sided study of the basis for vocational decisions of college freshmen suggests that it is well to look at the influence of academic achievements, personal contributions of teachers, extra-curricular success, and the study of occupational information while in high school—and then to keep on looking. The real influences, for many students, lie elsewhere.

# A Three-Way Occupational File

by ROBERT L. FRANK and BILLY B. PATTEN

WHERE to file unbound occupation materials containing information on more than one occupation is a common problem for most counselors. This calls for a simple cross-reference filing system which makes provision for all types of occupational information. The writers of this article propose to present such a filing system.

The filing system described here is an adaptation of the system developed by the Occupational Research Unit of the Michigan Employment Security Commission to a school counseling setting.

## Occupations, Industry, Subject

The file is divided into three sections. The first of these deals with occupations and is based on the *Dictionary of Occupational Titles and Codes* (D.O.T.). The second deals with industries and is based on the *Standard Industrial Classification Manual* (S.I.C.). The third is the "Subject File" which deals with information which cannot be coded either by occupation or industry.

This latter section is developed to handle vocational information used within the school. The breakdown of material in this area depends on the needs of the individual school in which it is used.

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## Coding the Material

To develop this three-way filing system it is necessary to collect all information available from various sources and to evaluate its usefulness for local counseling and guidance purposes. To conserve space, only one copy of each pamphlet or other publication is filed. All duplicate copies are made available to students individually or in groups or are used for display purposes.

The following steps will provide a logical sequence in coding all new material:

### Step One

Attempt to code all material by occupation according to the D.O.T. Look at each publication and ask "Does this apply to only one occupation?" If it does not, place it aside and code it later according to steps two or three.

If the material applies to only one occupation, write the D.O.T. code number in the upper right hand corner and place it in its proper folder. The three-digit code is used except where this is found to be too general and the five-digit code is substituted. The upper right hand corner is suggested for convenience and uniformity. Examples of material filed under occupational codes are those dealing with:

Dentist	0-13
Typist	1-37
Die Maker	4-76

The counselor is often faced with the problem of filing information

which contains descriptions of two or more occupations such as a pamphlet on "Chemists (0-07) and Physicists (0-35.73)." Using the cross-reference sheet contained in each folder, the publication can be filed in either folder and cross-referenced in the other.

PHYSICIST (0-35.73)  
"Chemists and Physicists"  
(0-07)

For example, if the publication is filed under Chemist make a cross reference to this publication in the Physicist's folder.

### Step Two

Go through the material laid aside in the first step and attempt to code it by industry. Look at the material and ask "Does the information apply only to one industry?" If it cannot be coded according to industry, place it aside for later coding by subject.

If it can be coded by industry, write the S.I.C. code in the upper right corner and file in its proper folder. The industry code consists of the prefix "Ind" (for industry) and the code number. Examples of publications which should be given an industry code are those dealing with:

Railroad Occupations	Ind 40	(Railroad transportation)
Federal Government Workers	Ind 90	(Government)

The same principle used in the occupation file may be used in cross-referencing the industrial publications. A pamphlet such as

"Careers in Health" containing several occupations in the health field would be filed by its industrial classification "Ind 80" (medical and other health services) and cross-referenced in each occupation mentioned in the pamphlet. For example, the cross-reference sheet in the occupational folder, "Dentist 0-13," would indicate that information on this occupation is filed in the Industry 80 folder.

DENTIST (0-13)  
"Careers in Health" Ind 80

### Step Three

All material which cannot be coded by occupation or industry should be coded by subject. Separate all remaining material into logical groups. Examples of such groups could be labor market information; career planning; scholarships; colleges; testing; labor laws; and community directories. An arbitrary number is assigned to each of these groupings and the material is listed alphabetically within the group. The subject code consists of the prefix "S" (for subject) and the code number. For example, under the general heading of Education (S-300) the following subheading might be established:

Apprenticeships	(S-301)
Business Schools	(S-302)
Colleges	(S-303)

An occupational file of this nature provides a simplified, compact unit for all occupational information. As all material is cross-referenced through the occupation file, the counselor has a convenient and usable source at hand.

## Briefing



## the JOURNALS

by CLARENCE W. FAILOR and EMORY J. WESLEY

"A Rash of Testing in Schools: Is It Being Overdone?" *U. S. News and World Reports*, 46 (June 15, 1959) pp. 44-46.

The present test craze which uses some 100 million tests in one year is hailed by many educators as a progressive step in education, but news reports are showing some parents and educators are doubtful of this wholesale use. Dr. John Norton of Columbia University says that the school should make up the tests. Otherwise in using standardized tests the wide differences in regions and schools systems cannot be taken into consideration. College admission tests may be of questionable value. Students should be selected on the basis of their total school record as well as the kind of high school from which they come. Tests tend to become the basis for the curriculum. Tests need to focus on facts and they should encourage good teaching. Flunking students before national tests does not show up superior aptitude, only a poor job of teaching. The University of Kansas offers evidence that tests are not always an indication of what a student can do in college.—Maydine Roslyn



WILLIAM W. FARQUHAR and JOHN D. CRUMBOLTZ, "A Check List for Evaluating Experimental Research in Psychology and Education," *Journal of Educational Research*, 52 (May, 1959), pp. 353-354.

All of us are faced with the difficult task of reconciling conflicting findings as we review the research in our fields of endeavor. The characteristics of the particular studies such

as faculty design, invalid assumptions, poorly controlled procedures, inappropriate analysis, and unjustified generalizations will contribute to conflicting findings.

The authors have suggested a check list that is not intended to be a substitute for a knowledge of research methodology, but rather to provide a convenient and useful summary of factors to identify in experimental studies. The factors elaborated upon are the problem, the design, the procedure, the analysis, and the interpretation. It is believed by this writer that valuable time spent in this very necessary part of any pupil personnel services program will be better and more economically utilized through the use of this check list.—Melvin G. Rodie



LEONARD WORRELL, "Level of Aspiration and Academic Success," *Journal of Educational Psychology*, 50 (April, 1959), pp. 47-54.

This study, conducted in a small liberal arts college which places a strong emphasis on scholastic achievement, attempted to determine the theoretical and empirical utility of the level of aspiration methods in predicting college grades in attrition. Four predictors were examined in the academic adjustment as inversely related to the degree which students estimates of (a) what their performance would be when working near the limits of capacity exceed their estimates of how hard they have worked in the past; (b) their future performance are above their estimates of previous performance; (c) what their performance would be when working near the limits of capacity are above the estimates of previous performance; and

(d) what they would be reasonably satisfied with if their performance exceed their estimates of previous performance.

In general, the results provide support for the fruitfulness of the level of aspiration methods in predicting academic performance in attrition among a superior group of students. It should be emphasized that the success of the aspiration measures provides empirical confirmation of the utility of the level of aspiration approach, rather than offering a practicable instrument for selection. The nature and setting of this particular sample employed was unique and one might not expect that such non-intellectual variables would play as meaningful a role among less homogeneous and less academically oriented students.

♦ ♦ ♦

STANLEY and JANICE BERENSTEIN, "How To Undermine Junior's Teacher," *Better Homes and Gardens* (September, 1959), pp. 38, 42, 131-133.

This humorous article calls attention to some of the painful difficulties imposed on teacher (Miss Guilfoyle) by Junior's unknowing parents.

"Some acts of teacher sabotage are . . ."

- (1) Misleading Junior prior to first day in kindergarten: "All you do is play, and play, and play!" (The plans Mommie has for herself!)
- (2) Forcing extracurricular responsibilities on teacher: "Julia shows up with a damp little creature she claims is her brother."
- (3) Contributing complications in general: ". . . cloverleaf zippered snowpants, coats with  $\frac{3}{4}$ -inch buttons and  $\frac{1}{2}$ -inch buttonholes, boots with bent snaps, and a pair of too-small shorts—on backwards."
- (4) Misinterpreting information: After teacher explains to parents that grouping for reading class has nothing to do with intelligence, one parent says, "I'm Joe's

father. Which group is my kid in, the smart group, the ordinary group, or the dumb group?"

- (5) Miscellaneous: "Miss Brown says he's not up to grade level, but if she's so smart how come she's only teaching first grade?"

The authors point out that if parents will stop "hacking the ground out from under her (the teacher), there's no telling what might develop."—Vernon E. Karcher

♦ ♦ ♦

JOHN W. GUSTAD, "They March to a Different Drummer: Another Look at College Teachers," *The Educational Record*, 40 (July, 1959), pp. 204-211.

Why do people choose to become college teachers? Why do some of these then decide to leave teaching for other positions? These are the questions the author sought to answer through research conducted during 1957 and 1958. The disciplines of chemistry, English, and psychology were studied because they were fairly representative of the major areas of learning and because they differ greatly in the choice of non-teaching jobs available.

In answer to the first question, Gustad found three characteristics common to nearly all professors queried. They were highly intelligent people who preferred intellectually stimulating and essentially solitary activities. They usually had a middle-class background. People, endowed with these qualities, are apt to drift into college teaching as an end result of their education.

Why do some of them then leave college teaching? Low salaries head the list of reasons. However, they certainly are not the only cause. Though the reasons are many and varied, back of each are the foiled aspirations and values of the teacher.

The conclusion the author reached was that the universities must become alert to these aspirations and values and strive to assist in their fulfillment if satisfied, competent teachers are to

be kept in our college classrooms.—M. M. Young

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R. V. BRAHAM, "Grouping in the Junior High School," *NEA Journal* (September, 1959), pp. 22-23.

This article determines with a good degree of objectivity some of the practices to remember in grouping wisely in the junior high school level. Perhaps one of the best ways to promote democracy and still provide an opportunity for individualized instruction, the article concludes, is to place pupils in home rooms alphabetically and schedule them homogeneously for skill subjects. Such a practice helps avoid making children feel that they do not belong to the group as a whole. Furthermore, if grouping is to be beneficial in skill areas, the attitude and training of the teacher and teaching methods must be adjusted to the group. The selection of textbooks and materials geared to the proper level is also important. Along with these factors, it is important to maintain a good liason with the senior high school so that the program of effective grouping can be continued at that level. In conclusion Braham indicates that a good program of grouping can be utilized only in those junior high schools having an enrollment of five hundred students or more. He also recommends that a special reading program be maintained so that help can be given as needed both to the slow learner and to the very able.—William J. Achatz

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PAUL A. POE and HERBERT VENT, "Organized Labor and the School Curriculum," *Educational Administration and Supervision*, 45 (July, 1959), pp. 206-210.

This article states that increasing cooperation between Labor and education is essential in our society today. In order for this to be possible it is

necessary for educators to understand Labor's view on public education.

It is pointed out that through the years Labor has favored a broad curriculum for the public schools which would better equip all students for the world of work regardless of their occupation. This curriculum would be based on a social studies core but would also stress the natural sciences, cultural subjects, and health programs as a means of best meeting the interests of all students.

Labor has criticized censorship of teaching materials by law or pressure groups, feeling that organization of the curriculum and impartial presentation of it should be left to the experienced educator.

Labor opposed, as part of the public school curriculum, military training and training in specific industrial skills in place of general vocational education.

Further, Labor believes that in the future the curriculum from kindergarten through college must be even broader in order to prepare students for the rapidly changing conditions of our society.—Elinor Saville

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FRED H. WRIGHT, "The Exit Unit Program for Psychiatric Patients," *Journal of Counseling Psychology*, 6 (Summer, 1959), pp. 116-120.

This is the report of an experimental 9-month work program for 25 neuro-psychiatric patients at the VA Neuro-psychiatric Hospital in Chillicothe, Ohio, as a "transition step" between lengthy hospitalization (mean of 5.78 years) and discharge to the community. The members of this "exit unit program" lived on a ward set aside for them, had more freedom to leave the grounds as well as in activities on the grounds. Individual counseling was available during the day and two evenings weekly, and group sessions were held regularly. Members were eligible to take part-time (in some cases, full-time) employment off the grounds.



In terms of meeting such criteria as return to community life and employment, the writer found that "the experimental group was significantly more successful than a control group," and "this difference continued to hold after a total of 14 months."

The writer hypothesized that "length of isolation from responsibility, freedom, family, and society" are of equal or perhaps greater importance than the severity of illness in explaining the inverse relationship between length of hospitalization and probability of release of neuropsychiatric patients.—Hermina G. Kilgore

LAWRENCE H. STEWART, "Interest Patterns of a Group of High-Ability, High-Achieving Students," *Journal of Counseling Psychology*, 6 (Summer, 1959), pp. 132-139.

The National Merit Scholarship Corporation, and Center for the Study of Higher Education of the University of California, Berkeley, California, made the data for this study available. Using the Strong Vocational Interest Blank in educational settings, Mr. Stewart investigated three problems. "The first concern is with the nature of interest patterns of high-ability students. . . . The second concern is with a similarity of women's interest patterns on the men's blank to those of men. . . . The third concern of the study is with the nature of regional differences in interest patterns."

The findings indicate that the interests of these high-ability students were not as intense as those of a "more representative sample of college students. . . . High-ability students have a large number of interests which are spread over different areas." The study also indicated that "the interest patterns of high-ability men and women are quite similar on the men's blank. . . . Although the similarity of interest patterns of these high-ability subjects from different geographical regions is impressive, the apparently significant regional variations on certain patterns must be accounted for."

This study really raises more questions than it answers. "Yet, accumulation of empirical data such as these will eventually lead to more effective use of interest measures in counseling of students."—Alice A. Carlson



H. M. HAMLIN, "All Students Benefit From Education for Work," *The Nation's Schools*, 64 (August, 1959), pp. 47-49.

Here is a plea for greater stress to be placed on vocational counseling, the practical arts, and vocational education in the age of "sputnik." The plea is comprehensive from the elementary school to post-secondary vocational education.

This article reveals the vocational bent of the writer. "Vocational counseling has often been neglected or perverted as specialized counselors have replaced teachers as counselors. The best vocational counseling is done by the vocational teachers."

The elementary school is seen as the place and the time to develop realistic concepts of the world of work: work habits, ideas about occupations, and tentative choices.

At the junior high school level the writer believes that youngsters and their parents should recognize "that the four-year colleges prepare primarily for the professions and that less than 10 per cent of the population is in the professions."

Senior high school is seen as the proper place and time to face vocational alternatives while continuing on with their general education and specialized vocational education, if any.

"We need comprehensive post-high school programs and districts that are large enough to offer junior college credit courses for some, full-time vocational education for others, and general and vocational courses for adults as they will need them throughout their lives."

The writer cautions against the European practice of depriving good general education to those who are



well-educated vocationally and technically.

The conclusion of the article is rather defensive: "We must not accept the idea that vocational education is only for the stupid and the misfits. Competent persons are needed in the nonprofessional fields as well as in the professions."—Robert Ackerswold

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MAURICE F. SEAY, "Centers for Continuing Education," *Adult Education*, 9 (Winter, 1959), pp. 90-94.

Speaking from the point-of-view of private industry, the author recommends centers for continuing education. He is aware of the need of adult education. However, he feels that there must be a balance in the program with emphasis on general education as well as professional and occupational.

Adult education in America has grown to surpass any other nation. Because our adult education programs have grown so tremendously, the author rightfully concludes by referring to an old slogan—"Now that we have become large, let's become great."—Eileen Stansbury

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PHYLLIS ANN WARREN, "Vocational Interests and the Occupational Adjustment of College Women," *Journal of Counseling Psychology*, 6 (Summer, 1959), pp. 140-147.

The purpose of this study was to "relate the measured interests of college women to their choice of occupational role, whether that role be home-maker, earner or volunteer worker, or any combination of these."

The researcher formulated and tested two broad hypotheses: (1) the Strong Vocational Interest Blank for Women will differentiate among different groups of college women; (2) an analysis of undergraduate records will reveal that certain factors (academic achievement, academic major field of study, and stated vocational

goal as a freshman in college) are positively related to the measured interests and/or present occupations of alumnae.

In general the two major hypotheses were sustained. However, several of the specific postulates within the broad hypotheses yielded non-significant results.

The researcher suggests that "further investigation of relationships of the Strong F-M scale with modes of occupational adjustment and with measures of occupational satisfaction might well yield significant data pertaining to the vocational interests and occupational adjustment of college women."—Miriam Brown

★ ★ ★

JOHN L. HOLLAND, "A Theory of Vocational Choice," *Journal of Counseling Psychology* (Spring, 1959), pp. 35-45.

John Holland presents an integrated theory of vocational choice that is the product of numerous studies. He structures six specific occupational environments, motoric, intellectual, supporting, conforming, persuasive, and esthetic. One's personality type determines which occupational field will gratify his emotional needs. The individual aspires to a given level within this field commensurate with his self-evaluation and intelligence. External factors also influence vocational choice, but they are significant only when the developmental hierarchy of adjustment patterns is not well defined.

Vocational choice, then, serves to satisfy basic personality needs. The level of aspiration with this vocational direction is a product of self-evaluation and intelligence.

The orientation of the author is almost exclusively intra-individual, even though he admits this to be a pitfall of existing theories. The author seems to explain, in Neo-Freudian terms, many of the ideas expressed in Super's basic assumptions. Social determinants of vocational choice are given incidental recognition.

Mr. Holland very commendably integrates a variety of studies into his theory, and structures it in operational terms that render it amenable to the research that is so badly needed in this area.—Joe Ondus

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HENRY CHAUNCEY, "The Rising Trend of Early Aptitude Testing," *The Education Digest*, 25 (September, 1959), pp. 37-39.

Tests of aptitude and interest need no longer be put off until students reach senior high school age. Numerous studies have shown that these tests may be given effectively as early as the seventh grade thereby increasing their usefulness over a longer period of time. This idea that guidance should begin at the junior high school level has grown rapidly in the last few years and as a result more and more junior high schools are setting up guidance programs.

Three points are stressed, however, concerning the early use of tests for guidance and counseling: (1) the test scores should never be used alone but along with other information; (2) successive testing over a period of years is necessary; (3) results of the tests must be properly interpreted.

Title V of the National Defense Education Act is one means of aiding junior high schools in setting up good guidance programs. This act which provides money for states to use in testing programs for guidance is, in the author's view, an opportunity for rather than a threat to education. The departments of education of individual states will be responsible for using this money as befits the specific needs of that state. The fear that schools will be forced suddenly into a testing program is groundless according to the author.

How well these funds are used will depend on how efficient and capable the states boards of education and junior high school people are in developing such programs.

Guidance is more important today than in the past and only through wise

use of resources and cooperation of all school people concerned can good guidance be made available to all children.—Elinor Saville

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H. FRED HEISNER, "Point 10 Program for Guidance," *Education Digest*, 25 (September, 1959), pp. 40-41.

In a digest of an article which appeared in the *School Executive*. Mr. Heisner states that it wasn't until the passage of the National Defense Education Act in 1958 that educators themselves were in a position to do anything about the inadequacies which exist in the nation's guidance program. Money has now been allocated to the states to help set up or enlarge existing programs, and the result of this accelerated guidance program will depend upon the wisdom of the people who will administer the program. Mr. Heisner lists 10 principles as guides for those people who will assume leadership in guidance programs.—Maynard C. Skinner

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EDMOND F. ERWIN, "The Parents' Part in Homework," *Child Study*, 36 (Spring, 1959), pp. 15-19.

Every counselor has worked with boys and girls whose problems seemed to stem, at least in part, from lack of cooperation between home and school. It is this type of situation at which the present article is aimed. While every such problem has its own unique aspects, details are spelled out in a way that has something to offer even experienced counselors.

Accepting the fact that a generation of change may have rendered parental techniques in school work old-fashioned, and that all too often many parents harbor lingering memories of their own embarrassments and frustrations which may cause them to act out their feelings on their children, Mr. Erwin proceeds to point out how parent help with homework can both improve the home atmosphere and also

enhance the overall home-school relation. This is most easily achieved at the elementary level, in fact so easily that parental "smothering" may result.

At junior high school age, the pupil is less inclined to turn to his parents for help, is increasingly involved in outside interests, and requires endless tact during this sensitive period.

The senior high school pupil often brings home assignments that are a real challenge to parents, who can help mainly by encouragement and by aiding in accessibility of reference materials. Regardless of the type of help provided, it is in the case of the under-achiever "where the cooperation of teacher and parent, using the best resources of both school and home, is especially likely to achieve good results."

A refreshing undertone points this article particularly to fathers, who, we need to remind ourselves, still play a major role in many American homes.—Roger H. Rhoades

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JOHN E. SEARLES and LYMAN K. PETERSON, "Group Guidance and the Social Studies," *California Journal of Secondary Education*, 34 (March, 1959), pp. 132-134.

It is the feeling of the California schools that in the area of social studies, both the academic social sciences and the life adjustment programs are needed in proper proportion. A dilemma arises with the question of how the schools will teach more academic social studies (to meet the recent demands on education) and still keep the necessary group guidance units.

The proposal offered by the authors is to keep both patterns but divide them into separate subjects. This is achieved by placing the group guidance function by itself in an extension of the school year. This extension can be accomplished by establishing three sessions, each four weeks long, with a four-hour school day. Attendance will be required of each pupil

finishing the ninth grade and each pupil finishing the eleventh grade. The daily program for the 9-10 grade would be two hours of driver education and training, and two hours of group guidance. In the 11-12 grade program you would find two hours of group guidance.

I feel that this is a good recommendation because it offers more time for the academic subjects, and also affords the counselor an opportunity to help the student without the outside interferences which so often prevail in a school situation.—Glynn H. Turquand

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ARTHUR LEEMING, "Work-Experience Education and Curriculum Planning," *California Journal of Secondary Education*, 34 (November, 1959), pp. 408-413.

As a result of experimentation in work experience in Santa Barbara County, many other California schools are establishing work experience programs because it has become the vogue. More mature planning is advised.

In the first place accuracy of definition is suggested. These definitions are used in Los Angeles County: (1) General education work experience is paid work experience which provides income that will enable pupils to stay in school. (2) Direct vocational work experience is paid work experience that is directly related to the pupil's educational major and vocational plan. (3) Work education is non-paid work experience intended to provide vocational exploration in relation to the pupil's educational planning.

In the second place, it must be decided whether work experience is for just those pupils who are taking the "vocational curriculum" or for all pupils as a function of general education. Curriculum Director Leeming of the Lynwood (California) School District takes the latter view and details efforts in his district to put it into practice.

# NON-STUDENT CASES

## *at a University Counseling Center*

by HERBERT R. HACKETT

STUDENTS are not the only clients at a university counseling center. The Counseling Center of the University of California at Berkeley carries on as a part of its function a public counseling service. This service is offered on a cost-fee basis to a limited number of non-students. Because of its limited nature, this type of service is not publicized in any formal way.

After an interested person contacts the Center, he is sent or given a brochure describing the service as an aid in helping him make the decision whether he wishes this type of counseling. A set fee is charged which entitles the counselee to as many as four interviews, as much psychological testing as the counselor in the case deems desirable, and the use of the occupational information service.

Each counselor who has participated in this public program has formed certain subjective opinions about the make-up of the group of people who have sought this service. The study being reported was instigated in an attempt to formalize some of these opinions and to identify some of the characteristics of this group of people. The following questions were formulated and data were sought to answer them:

1. From what age group were these people coming and what was the sex distribution?

2. How had they found out about the counseling service?

3. What were their stated reasons for coming to the Counseling Center?

4. What was the socio-economic background and family status of these people?

5. What was the educational level of each?

6. What kinds of work histories were presented?

7. What were the apparent outcomes of counseling?

### Procedure

A sample of 50 cases was selected for analysis. This was done by pulling from the files every fourth case folder starting at a randomly selected number. This gave a sampling of the intake for nearly one year and was felt to be a fairly representative group. The data was accumulated by a careful reading of each case record.

### Results

#### 1. Age and sex distribution

Seventy four per cent of the sample was male and 26 per cent was female. The age range was from 15 to 46 years for males and from 23 to 59 years for females. Sixty per cent of the total sample fell in the 22- to 30-year age range. Six cases (12 per cent) were seen who were teenagers—all males.

#### 2. Sources of referral

The data were collected from pre-counseling written statements made by counselees on an information sheet. In those cases in which

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a referral source was listed, the counselee seemed to be referring to the person or agency who had suggested the Counseling Center as a source of help. In only three cases (two teen-agers and one blind person) was there evidence that actual contact and arrangements had been made by anyone other than the counselee. The following categories, then, represent primarily the source of information about the work of the Counseling Center.

Source	N	%
Friends—informal word of mouth	24	48
Parents	7	14
University Placement Service	6	12
University Faculty	6	12
Public Agencies	3	6
Other Schools	2	4
Husband	1	2
Minister	1	2

### 3. Reasons for coming to the Center

The difficulties of organizing the data were extreme in this area. To present the true range of requests for help, it would have been necessary to have had nearly fifty categories for the fifty cases.

The data were accumulated from the counselor's case notes, but every attempt was made to differentiate between the counselor's view of the problem and his report of the counselee's stated need for help. The following data, then, represent the counselee's perception of what ways the Center could be of assistance.

Reason	N	%
Dissatisfied with job duties or situation and wanted guidance in selecting a new position.	14	28
Had left a job and wanted guidance in selecting a new position.	8	16

Military discharge recent or pending and wanted help in selecting a job, or vocation.	7	14
Liked present job duties but felt advancement was blocked. Wanted help in deciding whether a move would be advantageous.	5	10
Wanted help in deciding on a major before entering college.	4	8
Wanted help in adjusting occupationally after marital difficulties.	3	6
Wanted an intellectual evaluation in order to decide if graduate school was possible.	2	4
Wanted help in developing interests outside of the home.	2	4
Wanted help in achieving vocational adjustment despite a physical handicap	2	4
Wanted help in solving a personal problem which was interfering with vocational adjustment.	1	2
Wanted help in deciding whether or not to quit school (other than this University).	1	2
Counselee stated no problem—his parents wanted advice.	1	2

### 4. Family status and socio-economic factors

The investigation in this area was aimed at two general objectives: (1) Discovering how many of the group were in relatively stable environments which would make changes in their behavioral pattern more difficult and how many were at a somewhat fluid or adaptable stage and (2) discovering if the Center was drawing from all socio-economic classes.

Family Situation	N	%
Without primary family responsibilities.	28	56

Married and living in own home.	16	32
Dependent on family.	6	12

*Socio-economic  
Background of Family*

Skilled laborer or white collar.	46	92
Laboring class.	4	8

### 5. Educational history of the group

The sample studied was quite obviously not a random sample of the general population in terms of education.

<i>Educational Level Attained</i>	<i>N</i>	<i>%</i>
M.A.	1	2
B.A. or B.S.	21	42
Some college but no degree	14	28
Post high school vocational training	7	14
High school training only	7	14

Among the 21 degree people who were seen, twelve, or 24 per cent of the total group, had had their training in the field of business administration. Another four (8 per cent of the total) were liberal arts graduates, and only five (10 per cent of the total) had degrees in the science fields. Of those people with science backgrounds, two were general science majors, one naval science, one forestry, and one chemistry.

### 6. Work histories

The work history data was not tabulated in numerical form. So many factors needed to be evaluated in each case that it was felt reducing data to a tabular form would make it meaningless. The primary reason for investigating this area was to obtain some answer to the question of whether these people were "job-hoppers." An inspection of the records seemed to indicate that a great many of the group were not. Twenty-five (50 per cent) of the group had a record of

changing jobs only once or not at all. A few very "checkered" vocational careers were involved but these were in the minority. Three (6 per cent) had records of five or more job changes and one of these was a person over 40 years of age.

### 7. Apparent outcomes

No follow-up was conducted to evaluate outcomes. The analysis was confined to the progress which case notes indicated had been observed during the time the counselee was in contact with the Center. The following categories were developed for outcomes:

<i>Outcome</i>	<i>N</i>	<i>%</i>
Counselee's tentative plan was confirmed.	14	28
Plans were made for exploration or training to be carried out by the counselee with a final decision postponed until those activities were experienced.	12	24
A radical change in plan or an apparently new idea was introduced and accepted by the counselee.	8	16
Attention was turned from vocational to personality problems and psychotherapy recommended.	6	12
A tentative plan was tested, discarded, and the status quo accepted.	4	8
No decision due to counselee's failing to appear for appointments.	3	6
Plan developed which seemed unrelated to ideas exchanged during counseling.	2	4
Personal problem resolved	1	2

### Conclusions

The data lent themselves to the following conclusions:

1. The Counseling Center through its public program is serving a wide age range. However,

the heaviest demand for service comes from the group in the 20 to 30 year age range who have not yet become vocationally stabilized.

2. Other University agencies were the largest single source of actual referrals, but individuals who knew of the Center seemed to be the most potent force in stimulating a flow of new requests for counseling.

3. Well-educated, upper-middle-class people appeared most interested in securing professional guidance. However, it is a definite possibility that this group came in great numbers because they had more opportunity to learn of the Center.

4. The problems presented were varied, but most people seeking the service seemed to have a fairly accurate perception of the role of

the Center.

5. In only a few instances were the counselees of the "drifter" or "job-hopper" sort. Severe emotional disturbances were encountered in only a small percentage of the group. Motivation was high as witnessed by only three premature terminations.

6. Counselors regarded the outcomes of counseling as highly favorable.

The study being reported pointed the way for several possible studies: (1) A follow-up to determine the extent and success of implementation of plan developed in counseling, (2) an investigation of the reasons for the quite selective sample coming to the Center, and (3) a serious look at client satisfaction.

## EDUCATIONAL ATTAINMENT of workers in the United States, 1959

<i>Occupation Group</i>	<i>Years</i>
Professional and technical	16.2
Proprietors and managers	12.4
Clerical and sales	12.5
Skilled	11.0
Semi-skilled	9.9
Service	9.7
Unskilled	8.6
Farmers and farm workers	8.6

—*Manpower Challenge of the 1960's*

### *New Guidance Exchange Service*

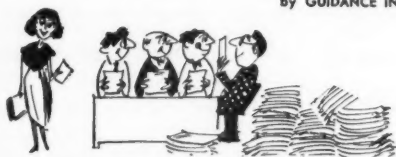
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Each item listed has been classified and coded in accordance with the following system:

## TYPE OF PUBLICATION

- A—Career fiction
- B—Biography
- C—Occupational monograph

## ACCOUNTING

*The Field of Internal Auditing*, Institute of Internal Auditing, 1959, 12 pp. Free. D-2.

- D—Occupational brief
- E—Occupational abstract
- F—Occupational guide
- G—Job series
- H—Business and industrial descriptive literature
- I—Occupational or industrial description
- J—Recruitment literature
- K—Poster or chart
- L—Article or reprint
- M—Community survey, economic report, job analysis
- N—Other



## Recommendation

1. Highly recommended (maximum adherence to NVGA Standards).
2. Recommended (general adherence to NVGA Standards).
3. Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).



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*Bricklayer Apprentice*—Island of Oahu, Department of Labor and Industrial Relations, Hawaii, 1959, 5 pp. F-3.

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*The Industrial Engineering Technician*, National Council of Technical Schools, 1959, 1 p. 5¢. N-3.

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*The Agricultural Banker*, Occupational Brief 180, Chronicle Guidance Publications, Inc., 1959, 4 pp. 35¢. D-2.

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*Employment Opportunities for Students Trained in International Relations and Area Studies*, University of Minnesota, 1957, 76 pp. Free. N-1.

*Guide to Careers in International Service*, The American University, 1957, 25 pp. Free. G-2.

*Junior Professional Development Program*, U. S. Department of Agriculture, Foreign Agricultural Service, 1957, 16 pp. Free. N-1.

*Should You Go Into the Foreign Service?*, Loy W. Henderson, New York Life Insurance Company, 1958, 11 pp. Free. E-3.

## FORESTRY

- American Forests Magazine—A Career Reprint—For Prospective Foresters*, The American Forestry Association, 1957, 45 pp. 50¢. N-1.  
*Careers in Forestry*, Superintendent of Documents, U. S. Government Printing Office, 1957, 22 pp. 15¢. C-1.  
*Forestry*, Michigan College of Mining and Technology, 1959, 4 pp. Free. N-3.  
*Statistics From Schools of Forestry for 1958: Degrees Granted and Enrollments*, Gordon D. Marckworth, Chronicle Guidance Publications, Inc., 1959, 6 pp. Subscription. L-2.

## GARMENT INDUSTRY

- Tailor*, The Guidance Centre, University of Toronto, 1959, 4 pp. 5¢. D-2.

## HOME ECONOMICS

- A Career in Home Economics Extension . . . A Diamond in Your Life*, American Home Economics Association, 1959, Folder. 10¢. J-2.  
*A Career in Home Economics Research*, American Home Economics Association, 1957, Folder. 10¢. E-1.

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- Insurance Agent*, Sarah Splaver, Personnel Services, Inc., 1959, Folder. 50¢. E-1.

## OCCUPATIONAL THERAPY

- Before You Enter an Occupational Therapy Course*, American Occupational Therapy Assoc., Apr., 1959, 3 pp. Free. N-3.  
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**C**OURAGE is knowing what not to fear.—Socrates







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